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ABSTRACT

This book provides a conceptual framework that encourages exploration of global perspectives; it provides teacher educators with a guide for establishing goals, objectives, rationale, and a working definition for global education. The chapters are: (1) "A Framework for Teacher Education in Global Perspectives" (Merry M. Merryfield); (2) "Earth Systems Education: A Case Study of a Globally Oriented Science Education Program" (Victor J. Mayer); (3) "Teachers' Perspectives on School/University Collaboration in Global Education" (Timothy Dove, James Norris, and Dawn Shinew); (4) "Cross-Cultural Experiences in Teacher Education Courses: Reflections and Advice from American and African Teachers" (Cynthia Tyson, Patricia L. Benton, Barbara Christenson, Anku Gollah, and Ousmane Mamourne Traore); (5) "Assessing Teachers for Learner-Centered Global Education" (Giselle O. Martin-Kniep); (6)"Student Teaching Overseas" (Craig Kissock); (7) "Infusing Global Perspectives Throughout a Secondary Social Studies Program" (Angene H. Wilson); (8) "Professional Development in Global Education" (Jane A. Boston); (9) Building Faculty Commitment for Global Education" (Roland Case and Walter Werner); and (10) "The Dean's Role in Infusing Global Perspectives Throughout a College of Education" (Elaine Jarchow). The appendix contains: "Global Education Infoguide" (Sarah Pickert)--an extensive list of references, bibliographies, electronic resources, organizations, and funding resources. Chapters also contain references. (JLS)

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Preparing Teachers to Teach Global Perspectives

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Preparing Teachers to Teach Global Perspectives

A Handbook for Teacher Educators

Editors:
Merry M. Merryfield
Elaine Jarchow
Sarah Pickert

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INTRODUCTION

Global phenomena are reshaping our lives and nations every day—particularly the global economy and the worldwide communication revolution—yet most people don't understand how their lives are shaped by events in other parts of the world. Educators and policymakers alike agree that schools need to educate students in the issues of global interdependence. Global education is clearly more than the study of courses in world history or world geography; it is a holistic approach that enables students and teachers alike to understand themselves and their relationship to the world community. Ensuring that our teacher preparation programs are undergirded with global education perspectives is an absolute priority. Noted historian Lawrence Cremin (1990) reminds us that,

> The aim of education is not merely to make parents, or citizens, . . . but ultimately to make human beings who will live life to the fullest, who will continually add to the quality and meaning of their experience and to their ability to direct that experience, and who will participate actively with their fellow human beings in the building of . . . (our societies) . . . and contributing to the health and vitality of the world community. (p. 125)

The importance of creating global perspectives today lies in the realities of day-to-day living. We all recognize that knowledge is no longer circumscribed by national borders. We live in an information society where the newest telecommunication technologies provide instant access to global hubs of information, and hypermobility in the way multinational corporations conduct business allows global sharing of human resources (Coughlin, 1996). The teachers we prepare, and their students, will live their lives in a sea of transactions that link them continuously with worldwide systems of travel, education, military interventions, communications, finance, production, and governmental regulations.

It is increasingly difficult to imagine a community activity without a global connection. Wall Street has a 24-hour stock market, and brokers and investors can stay tuned in with London, Hong Kong, New York, and Tokyo exchanges; these can all be accessed through electronic mail systems, modems, and other technologies. Hospitals are linked in global networks connecting doctors, patients, and research programs. Every aspect of our community offers a rich context for research in global issues.

We continue to see forces transforming the world we live in to one with a global perspective. Corporate leaders have been awakened by visionary thinkers who have focused on implications of global interdependence, such as R. B. Fuller's spaceship Earth; Marshall McLuhan's global village; Toffler's future shock; and "think globally, act locally," coined at the United Nations Conference of 1972, in Stockholm. The impacts of environmental concerns, pesticides, trade agreements, and goods production are all areas of global impact, just as collective threats to our future—nuclear weapons, environmental degradation, and local and regional unemployment—are related to global economic interdependence. We must ensure that teachers are able to prepare their students to address these issues. As Bell (1987) noted, the nation-state is becoming "too small for the big problems of life, and too big for the small problems of life" (p. 24). Ernest Boyer, of the Carnegie Foundation, urged educators to develop curricula and teaching strategies that will recognize our global interdependence and strengthen interconnections among us. Our National Council for Accreditation of Teacher Education (NCATE) standards call for global education to be infused into our teacher preparation programs. Lynn Cheney (1987), chair of the National Endowment for the Humanities, noted,

> Self-knowledge requires that we understand other cultures. Daily life increasingly demands it. The world our children live and work in will seem even smaller than the one we now know. Its parts will be even more tightly linked by technology; its citizens, more interdependence. (p. 11)

Teachers translate new initiatives into practice that are consistent with their prior beliefs and practices; this is equally true of teacher educators. The extent to which global education will be infused into our teacher preparation programs is directly related to the attitudes and commitments of teacher educators. Teaching global perspectives is not just something else that has to be added to our current "to do" list; it must be viewed as a solution to help solve some of our problems. Learning to relate to people in other cultures requires a sense of one's own cultural identity, because the ways in which individuals interpret events, form judgments, and reach decisions are largely culturally determined. To improve the global preparation of teachers, we must help them become increasingly self-conscious about the images of the world that permeate their teaching—that is, their own worldview—but first, we as teacher educators must become aware of and expand our own worldviews.

In today's global village, educational excellence depends on our ability to not only contribute to the improvement of the world's economy but also educate all learners to their fullest capacity. A key to achieving this excellence is through educating and reinforcing global perspectives for teachers at all levels of preparation and continuing professional development. This new book, edited by Elaine Jarchow, Merry Merryfield, and Sally Pickert, provides a clear conceptual framework that encourages exploration of global perspectives and provides teacher educators with an insightful guide for establishing goals, objectives, rationale, and a working definition for global education. A framework for implementation is presented as the natural process teacher educators must go through to establish a holistic preservice program based on global perspectives. Questions are raised, and sample programs from different parts of the country are used to illustrate ways of conceptualizing. Insightful discussions are included in the first section of the framework: *global content*, that is, the kinds of knowledge teachers need to have in the arts and humanities, social sciences, natural sciences, technology, and other academic disciplines to be prepared to teach P-12 global perspectives. After elaborating on the methodology of helping teachers develop a broad knowledge base, the authors focus on the second element of the framework: that is, how to expose teachers to real-life *cross-cultural experiences* that enhance development of cooperation, survival, and problem-solving skills. The last section, on *pedagogy*, integrates the content and cultural experiences as the authors use examples of activities, assignments, and methods for constructing teaching and assessing global perspectives. It also calls for collaboration among administrators, faculty, and colleagues in schools, on and across campuses and overseas, to endorse global education.

A rich collection of case studies is presented that can be translated into other settings. These include classroom teachers, teacher educators, and colleagues across campus; global perspectives in science education and professional development school networks; use of international students for course development; assessment in international student teaching and in global education programs; professional development, restructuring, and the dean's leadership. Topics include an annotated reading list and other information that assures the reader of access to a comprehensive number of resources to advance the efforts in incorporating global perspectives.

This book is an exceptionally valuable resource for teacher educators in shaping and assessing their teacher preparation programs from a global perspective. It is the responsibility of each of us, as teacher educators, to develop and nourish human resources. In today's global village, our educational excellence depends on our ability to contribute to the improvement of the world's economy and the human condition. This book is a significant contribution in helping teachers enhance student development through a global perspective.

Barbara G. Burch
AACTE President

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FOREWORD

There should be no doubt as we prepare to enter the 21st century that communication across cultures affects the well-being of all of us who inhabit this globe. Today's instant communications, and the breadth and depth of readily available information, obviously affect, as well, the pursuit of happiness of Americans, in addition to their life and liberty. Americans are now realizing, more and more, that we are being plunged headlong into an increasingly interdependent world.

How do we deal with this new reality? In order to cope and to compete, we have to expand our perspectives from the totally American to the global. As we do this, we acquire a new sense, a deeper and expanded sense of and appreciation for our cultural identity. That is one of the unexpected bonuses of thinking beyond our own culture, as many American students in international exchange programs, and Peace Corps volunteers, will attest.

There are several additional ways to prepare ourselves for the mind-stretching, exciting experience—travel, reading, television, the movies, the Internet come to mind. The ideal way is to begin at the primary, secondary, or university levels, through teachers who have traveled abroad and studied abroad, absorbed a foreign culture, and, ideally, mastered another language or two. Happily, opportunities to do that are much more available today than they have ever been before.

But another option for teachers who do not have that opportunity, and even those who do, is to digest this delightfully written *Preparing Teachers to Teach Global Perspectives: A Handbook for Teacher Educators,* to implement its very practical suggestions, and to ponder the experiences related, the perspectives shared, and the case studies that have been tried. It is written by people who have real-life experience in cross-cultural communication and education. They know of what they speak. They have lived it.

Though this is a book primarily for teachers and those who are preparing to be teachers, it is not exclusively so. Those interested in cross-cultural communications will find valuable new insights. There is much of interest for future businessmen and businesswomen, international traders, foreign service officers

and civil servants, and the increasing number of people involved in intercultural student exchanges.

This handbook is truly a global perspectives mind-stretcher. It is only through fresh perspectives that go beyond our own culture that we will be able to cope with the problems of our shrinking world and the new ones brought about by interdependence—from waging peace and minimizing conflict to expanding free trade, investment flows, and educational exchange, to cleaning up the environment and finding new frontiers in medical research. In this education process, there is one constant—teachers remain at the center of the action. They have to give perspective and relevance to the new information deluge that in turn also has to cope with the realities of these other cultures so close and so important in the business world, in government, and in international relations. Everything is relevant as teachers prepare the next generations of human beings who will celebrate life and make our country and the world better.

This vision brings us back to the handbook and why it is good, useful, and important: It is practical. The case study approach that composes most of the handbook is based on real-world experience; it fleshes out the conceptual; and it goes, practically, beyond the normal treatment of global education themes to, for example, such important areas as restructuring certification.

Finally, communication across cultures, the kind that individual teachers using the handbook as a guide can foster, has a deeper, democratic component. Benjamin Barber characterized democracy as a "rare and extraordinary contrivance of the imagination, the capacity to see in others, people like ourselves, and to regard them with tolerance and respect, and sometimes even affection." If this handbook can help individual teachers to foster that spirit of democracy through global education, we will have made, in small steps, significant contributions to furthering democracy and democratic values through education, something that Americans want and, indeed, stand for in this increasing interdependent world of the almost 21st century. For, in the end, the democracy experience, mutual tolerance, and working for peace are really what teaching global perspectives is all about.

JOHN F. MAISTO
U.S. Ambassador

About the Contributors

Elaine Jarchow, PhD, is Dean of the College of Education at Texas Tech University. She holds degrees from Ohio University and Kent State University. Her major research area is international education, specifically curriculum decision making in emerging democracies and cultural awareness in international student teaching and faculty exchange settings. She has served as a consultant in China, Thailand, Egypt, Ghana, New Zealand, Australia, Mexico, Belize, Poland, and Honduras. She is the author of more than 50 manuscripts, more than 70 conference presentations, and 18 funded grants. She chairs the American Association of Colleges for Teacher Education's Committee on International Education and is a member of the Association of Teacher Educators' International Affairs Committee, Global Education Task Force, and Publications Committee. She is the treasurer of the World Council for Curriculum and Instruction and a member of the International Council on Education for Teaching's Board of Directors.

Merry M. Merryfield is Associate Professor of Social Studies and Global Education at The Ohio State University. Her doctorate in social studies, African Studies, and educational inquiry is from Indiana University. She has taught high school social studies and Latin in Atlanta, Georgia, and geography and African literature in Segbwema, Sierra Leone. She has researched the role of education in African development through work in Kenya with the Bureau of Educational Research at Kenyatta University, the Kenya Institute of Education, and the African Social Studies Programme; in Malawi with the Center for Social Research of Chancellor College; in Nigeria at the University of Ife; and in Botswana through the Curriculum Development Unit of the Ministry of Education. Her research in American global education has focused on teacher education in global perspectives, and the contexts of teacher thinking and teacher decision making in K-12 classroom instruction and school/university collaboration. Her publications include *Lessons From Africa, Teaching About the World: Teacher Education Programs with a Global Perspective, Teaching About International Conflict and Peace,* and *Making*

Connections Between Multicultural and Global Education: Teacher Educators and Teacher Education Programs. She is currently involved in developing case studies of 10 teacher education programs in the United States and Canada that have different theoretical and programmatic approaches to preparing teachers for equity and diversity in an interconnected world.

Sarah Pickert is Associate Professor of Education at The Catholic University of America, where she teaches courses in foundations of American education, international and multicultural education, and human growth and development. She is serving on the Global and International Teacher Education Committee for the American Association of Colleges for Teacher Education for the period from 1994 to 1997. She has been a visiting scholar at Sophia University in Tokyo, Japan, a fellow at the American Council on Education (1986-1987), and a research fellow at the National Intercultural Education Leadership Institute (1993). Her books include *Preparing for a Global Community: Achieving an International Perspective in Higher Education*, for the ERIC Clearinghouse on Higher Education, and *Internationalizing the Undergraduate Curriculum: A Handbook for Campus Leaders* (coauthored with Barbara Turlington), for the American Council on Education. Her particular interests include comparing the study of global and international education cross-nationally, researching international education systems, teaching about other cultures, evaluating cultural education programs, and studying the impact of technology on global education.

Patricia L. Benton is an educator with Columbus Public Schools, Columbus, Ohio. She is in her 23rd year of teaching primary and elementary children. She has a BS in elementary education and an MA in social studies and global education from The Ohio State University. Her major area of interest is curriculum development at the elementary level in multi-ethnic global education. She wants youngsters to see themselves in positive ways and build self-esteem and identity. She is currently exploring ways to integrate folk art and literature of various cultures into the curriculum.

Jane A. Boston is Director of the Stanford Program on International and Cross-Cultural Education (SPICE), an outreach program of the Institute for International Studies, Stanford University. In addition to her responsibilities at SPICE, she also teaches graduate-level courses in curriculum and curriculum development in the Stanford School of Education. A former teacher and principal, she has written extensively about international education in elementary and secondary schools. Prior to joining SPICE, she was the President of Global Educators, an educational consulting organization that helped establish programs such as the California International Studies Project, the Wasatch Front International Education Consortium, and the Consortium for Teaching Asia and the Pacific in the Schools. She is the author of many supplementary curriculum materials on global topics and has served as a consultant/facilitator for over 75 school districts and 12 regional or statewide school-university collaboratives throughout the United States and Canada.

Roland Case is Associate Professor (Social Studies and Curriculum) in the Faculty of Education at Simon Fraser University (British Columbia, Canada). He is co-director of *Research and Development in Global Studies*, a multi-university project to promote global education in public schools and in teacher education programs. He has written widely on global education and has worked with numerous groups, especially in the area of evaluation of global education projects. He is a member of an international team of scholars from Japan, Thailand, Europe, and North America examining the challenges of educating citizens for the twenty-first century. Promoting critical thinking is an area of particular current interest—Roland is a founder of TC^2, a cooperative of school districts, faculties of education and other organizations to support critical thinking.

Barbara Christenson was a classroom social studies teacher for over twenty years at Lakeview High School (Montcalm County), Michigan. Currently, she is in the social studies and global education/teacher education doctoral program at The Ohio State University.

Timothy Dove's interest in global education started in the 1970s while in Chicago. As a child, he was raised in a middle class, white, Methodist clergy household in the suburbs of Cincinnati where he experienced working with colleagues of his parents from all over the world. As an AFS exchange student to Paraguay in 1975, he continued his studies of other cultures. He is currently a seventh grade classroom teacher in Worthington, Ohio, and a PhD candidate in Global Studies at The Ohio State University. He has been teaching for fifteen years on an interdisciplinary team, and has been involved with curriculum development. He has taken his students on study tours to Italy, Greece, and Mexico. He has presented at many different state, regional, and national conferences, and authored and co-authored articles, books, and other teaching materials. Most currently he is working with teachers from Poland to create and review the new secondary curriculum regarding democratic societies.

Anku Golloh is a PhD candidate at The Ohio State University in Art/Art Education. He received his MA in Art Education from Ohio State in 1995 and is certified in Intensive French Language and Culture from the Institute Lyonnais, in Lyons, France. His BA and post graduate diploma in Art Education was received from the University of Science and Technology, Kumasi, Ghana. His specialized skills are in water color, oils, silk screen painting, Batick, Tie and Dye, and computer graphics. He is also currently a Graduate Administrative Associate (curator, special projects, and collections) at the Frank W. Hale Jr. Black Cultural Center, at The Ohio State University. He has exhibited his work in Group exhibitions and solo exhibitions throughout the United States and Ghana.

Craig Kissock is Professor and Chair of the Division of Education at the University of Minnesota, Morris, Minnesota. Beginning as a teacher educator in 1967 he has taught in the United States, Nigeria, and Zimbabwe. More recently he has sought to develop comparative teacher education as a field of study in coopera-

tion with teacher educators in over 50 countries. He has supervised the teaching practice of student teachers in over 30 countries, including the first U.S. teachers in Russian and Lithuanian government schools, and has also guided the teaching practice of students from other countries in the USA. He is active in national and international organizations of teacher educators and has co-edited journals representing the viewpoints of teacher educators in several countries.

Giselle O. Martin-Kniep is Director of Learner-Centered Initiatives Ltd. From 1990-1995, she was a faculty member in the School of Education at Adelphi University. She earned her PhD and EdS from Stanford University where she was also director of research and evaluation for the California International Studies Project. She has worked with school districts in the areas of alternative assessment, school change, and teacher research. She has served as research and evaluation director of EDUCATION 2000, a national school re-design initiative, and of New York and the World, a professional development program affiliated with the Collaborative for Humanities and Art Education (CHART). She directs a multi-year professional development program in the Hilton Central School District in New York aimed at transforming curriculum and assessment practices among K-12 teachers. She is also lead consultant in two other long-term regional initiatives focused on the development of teachers' capacity to design alternative student assessments. Together, these two projects involve more than 200 teachers from 75 school districts in New York.

Victor J. Mayer recently retired from The Ohio State University where he held the rank of professor in three colleges, the Department of Educational Studies, the Department of Geological Studies, and the School of Natural Resources. His work at the university centered largely on inservice and preservice teacher education and science curriculum development. He has also taught in junior and senior high schools in Colorado. Before his recent retirement he cooperated with colleagues at OSU and the University of Northern Colorado, and teachers in Ohio and Colorado to develop the science literacy area of Earth Systems Education. During 1996 he served as Visiting Research Scholar at the Center for School Education Research of Hyogo University of Teacher Education (Japan) where he continued development of the concept of Global Science Literacy first outlined in the chapter he wrote for this book.

James Norris has taught for 26 years in the Columbus Public Schools. He is the social studies department chair at Linden McKinley High School. He is affiliated with The Ohio State University through a PDS network in social studies and global education. For the past five years, he has helped to teach an education methods course to prepare preservice teachers for student teaching. He is the author of *The Ohio Citizen* (1994).

Dawn Shinew received a bachelor of science in social studies education from Bowling Green State University, Bowling Green, Ohio. She taught middle and high school social studies and English as a Foreign Language classes in the Los Angeles area for six years. During this time she was employed with the Rialto

Unified School and Duarte Unified School District from 1992-1994. She completed her Masters of Education at Bowling Green State University and served as an instructor for the Secondary Education Program. Currently, she is a doctoral candidate in the Social Studies and Global Education Program at The Ohio State University. She works as a Graduate Research Assistant in Citizenship Development and is heavily involved in a collaborative project with the Center for Citizenship Education in Warsaw, Poland. Her current research interests include the role of cross-cultural collaboration in teachers' and university professors' professional development.

Ousmane Mamourne Traore was born on the 23rd of January 1949 in Kita (Mali, West Africa). He attended the primary and junior high school of Kita from 1955 to 1966, then the Normal School for Teachers of Badala, Bamako, from 1966 to 1970. His teaching career started in Jenne in October 1970. He then transferred to Imbukki, Sofara Kayes and Bamako. In 1985 he got a master's degree at "Ecole Niormade Superieure" of Bamako and, after having taught at "Lyceé Bouillajoi Fashiga" of Bamako for two years, transferred to "Ecole Normale Superieure" as an assistant professor. In 1994 he received a Fulbright Scholarship for a master's degree in school administration at The Ohio State University. He completed this progam in June 1996 and went back to Mali in July 1996. During his career, he has taught English, French, history, geography, and African literature. He is married and has three children: one daughter and two sons.

Cynthia Tyson is a doctoral candidate in the College of Education, Department of Reading, Language, and Literature, in Children's Literature and Multicultural Education at The Ohio State University. The focus of her research is an examination of the ways in which literature written for children about "contemporary" events, though fictionalized, cannot only increase the engagement of African American fifth grade males in literate behaviors but simultaneously move them toward personal, civic, or communal social action. She is currently a teaching assistant with The Ohio State University's Professional Development Teacher Education program, teaching social studies methods and supervising student teachers. She received her master's degree in reading from The Ohio State University in 1991 and her bachelor of science in Elementary Education with Reading and Kindergarten Certification from Youngstown State University, in 1988. She taught education specialist in staff development with Columbus Public Schools. She is one of 4 children and the proud daughter of parents residing in Denver, Colorado.

Walter Werner is a former humanities teacher in elementary and secondary schools. He also taught social studies education at the University of Alberta, and is now an associate professor in the Department of Curriculum Studies, University of British Columbia (Vancouver, British Columbia, Canada). His interests are in program implementation and evaluation, the politics of curriculum, change processes in schools, and global education. He is a co-director of Research and Development in Global Studies, an interdisciplinary group of professors across

four universities that produces occasional papers and monographs related to global education.

Angene H. Wilson is Professor of Secondary Social Studies and is completing six years as half-time Associate Director of International Affairs at the University of Kentucky. She has a BA in history from the College of Wooster in Ohio, an MA in history and African studies from Michigan State University, and a PhD in humanities education from The Ohio State University. Her area of research has been the impact of international experience, reported in various articles and her book, *The Meaning of International Experience for Schools*. She and other secondary education faculty at the University of Kentucky are currently involved in restructuring their Masters with Initial Certification program to be more field-based, more technologically oriented, and more multiculturally centered.

1

A Framework for Teacher Education in Global Perspectives

MERRY M. MERRYFIELD

Element 1: Conceptualizing Global Education
Element 2: Acquiring Global Content
Element 3: Experiencing Cross-Cultural Learning
Element 4: Pedagogy for a Global Perspective
- Tree of Life Reflection
- Pa Kanoh's Worldview
- The Meeting on the Congo
- Listening to the Other

Conclusions

Are teacher educators preparing teachers for the human diversity, cross-cultural interaction, economic inequities, and the global interconnectedness that increasingly characterize our nation's schools and communities? The National Governors' Association (1989) has identified inadequate teacher preparation in global education as a major obstacle in the ability of the United States to meet the economic, political, and cultural challenges of today's world. Today, teacher education in global perspectives is mandated by the National Council for Accreditation of Teacher Education in the 1995 *NCATE Standards* and supported through many activities of professional organizations such as the American Association of Colleges for Teacher Education, the Association of Teacher Educators, the Association of Supervision and Curriculum Development, the Council of Chief State School Officers, and the National Council for the Social Studies. Yet, teacher educators have many questions about this new field and its implications for their work.

What is global education? What do K-12 educators need to know and be able to do in order to infuse global perspectives into their counseling, administration, and teaching of specific certification subjects such as elementary education, language arts, science, foreign language, social studies, art, and technology education? What do teacher educators need to consider as they think about infusing global education into existing programs? What conceptual literature, knowledge, skills, and experiences have teacher educators found useful in program planning and implementation?

This chapter addresses these questions within a framework for infusing global perspectives into ongoing teacher education programs. The chapter is organized by four major questions that I believe need to be explored and addressed by teacher educators as they plan, implement, and improve preservice programs and build learning communities with practicing teachers.[1]

1. *Conceptualization:* How will you and your colleagues conceptualize global education within your program or college? What will be your rationale, your program goals, and your working definition?
2. *Global Content:* How will your teachers acquire the global content—the knowledge of the world and its peoples—that they need from the humanities, the social, behavioral, and physical sciences, and other disciplines?
3. *Cross-Cultural Experiences:* How will your teachers experience, participate in, and learn to live with cultures different from their own within both the local community and the world community? How will they learn and practice skills in perspective taking and cross-cultural communication, interaction, collaboration, and conflict management?
4. *Pedagogy for a Global Perspective:* How will your teachers learn pedagogy for a global perspective? Will you and other instructors model exemplary teaching and learning in global education? How will your teachers learn to construct global education to meet the needs of individual learners? What methods of teaching and learning, processes for reflection, application of knowledge and skills, and construction of assessments will you choose as most appropriate for global perspectives? How will your teachers learn to deal with controversial issues in global education and improve upon their own practice within a supportive community of learners?

Although content of a global education program grows out of a specific context (a teacher education program in Miami will probably concentrate more on issues of immigration and refugees and global connections with the regions of Latin America and the Caribbean than will a program in Columbus, Ohio), there are concerns and decisions that most globally oriented teacher educators share. As I address the four questions above, I bring in findings from my research on 35 teacher education programs in global education (Merryfield, 1990, 1991a, 1992), studies of a total of 16 K-12 teachers who are considered by their school districts to be outstanding global educators (Levak, Merryfield, & Wilson, 1993; Merryfield, 1993, 1994), my work with a professional development school network in global education (Merryfield, 1995), and my current study of 115 teacher educators and teacher education programs where purposeful connections are

being made between multicultural and global education (Merryfield, 1996). Some of the illustrations come from my 25 years as a teacher of history, geography, English as a Second Language, Latin, African Studies, and global education. For my overview of reflective practice and alternative conceptualizations in global education, I refer to previous work (Merryfield, 1993; Merryfield & Harris, 1992).

Element 1: Conceptualizing Global Education

What is global education? In conceptualizing what global education means within your own program and the schools, it is important to examine the work of several scholars, because there are alternative approaches and, to some degree, different conceptualizations. Some teacher education programs have chosen one scholar's work as their conceptual framework, but others have adapted ideas from several and added in their own. Robert Hanvey's (1975) *An Attainable Global Perspective* has probably influenced the global education movement more than any other one document. In a relatively short paper, Hanvey set forth five dimensions of global perspectives—perspective consciousness, state of the planet awareness, cross-cultural awareness, knowledge of global dynamics, and awareness of human choices. In simplified terms, *perspective consciousness* is the recognition that one's own view of issues or events is not universally shared; others have profoundly different worldviews. Perspective consciousness has become one of the identifying characteristics of a global perspective, and attention to its constructs such as perspective taking and multiple realities is often a component of teacher education programs.[2]

Chad Alger has also been very influential in global education because of the long-term impact of the Mershon Center's "Columbus and the World" program that focused on real-life connections between Columbus, Ohio, and the rest of the world. The idea for connections between a city or state and the world has been taken up by teachers, teacher educators, and state departments of education in more than 50 cities and states. In "Global Education: Why? For Whom? About What?" Alger and Jim Harf (1986) present five basic themes for global education, including values, transactions, actors, procedures and mechanisms, and issues. These themes capture the essence of how different the world looks from a global perspective as opposed to the conventional nation-state perspective. Many teacher educators have found Alger's local-global connections especially relevant to elementary and middle school teachers who want to center their students in the local community as they explore connections with other people and places around the world.

James Becker, the "grandfather of global education," has written extensively about the conceptualization of global education. In *Schooling for a Global Age*, Becker (1979) wrote "The World and the School: A Case For World-Centered Education," in which he compares a world-centered, global approach versus teaching that is nationalistic or regional.[3] His interdisciplinary vision of implementing global perspectives will be of special interest to teacher educators who are looking for holistic approaches to global education that bridge several disci-

plines. Becker's (1990) chapter, "Curriculum Considerations in Global Studies," provides teachers with multiple avenues for conceptualizing how global education can be infused into the social studies.

Lee Anderson's (1979) *Schooling and Citizenship in a Global Age* remains one of the best rationales for global education ever written. Anderson has a way of teaching the reader about the acceleration of global interdependence (Chapters 2 through 9) and the competencies necessary for students in today's world (Chapters 10 and 11) that provokes educators in our introductory global education seminar to ask every quarter, "Why haven't I been taught this before?" Because this book is out of print (it is available through ERIC), teacher educators may want to use Anderson's (1990) updated though shorter chapter, "A Rationale for Global Education," that is in the 1991 Yearbook for the Association of Supervision and Curriculum Development. His rationale includes the following major points: (a) The acceleration of global interdependence can be seen through the study of history, economics, politics, demography, ecology, and other disciplines; (b) there is a growing erosion of Western dominance in the world, as seen in the relative decrease in the importance of the Atlantic Basin in the global economy and the increase in importance of the Pacific Basin, especially Japan, China, and the industrializing nations of East and Southeast Asia; (c) American hegemony is declining, as seen in its decreasing share of world production and the lessening of its commercial and financial predominance; and (d) there is globalization of American society and culture, the American economy and American political life that is changing what needs to be taught in schools in the United States.

In an effort to define the discipline of global education, Steven Lamy (1987) has identified four intellectual goals for global educators. These are (a) knowledge acquisition from multiple perspectives, (b) the exploration of worldviews, (c) the development of analytical and evaluative skills, and (d) strategies for participation and involvement. Given the controversial nature of global education, Lamy's (1990) chapter, "A Conflict of Images," is critical in preparing teachers to understand how conflicting images of the international system (and the roles of the United States and other countries) are often the root of controversies and misconceptions about global education.

Willard Kniep (1986, and reprinted in Kniep, 1987) examines the curricular dimensions for global education in "Defining Global Education By Its Content." Kniep's dimensions of global education include (a) universal and diverse human values and cultures, (b) global systems (economic, political, technological, ecological), (c) persistent global problems and issues (peace and security, development, environmental, human rights), and (d) global history. Kniep's conceptualization of global history is especially important because he spells out strategies for teaching across world regions and time periods. His global history includes the teaching of historical antecedents to current issues, origins and development of cultures and values, contact and borrowing among cultures, and evolution of global systems.

Roland Case has built on the work of Hanvey and Kniep to develop further the conceptualization of global perspectives. In "Key Elements of a Global Perspective," Case (1993) differentiates between the substantive and the percep-

tual dimensions. His development of the perceptual dimension to include open-mindedness, anticipation of complexity, resistance to stereotyping, inclination to empathize, and nonchauvinism is an important contribution to the conceptual literature.

Most recently, Charlotte Anderson has worked with the Association of Supervision and Curriculum Development and the ASCD Global Education Network to develop and test a framework for global education in 15 elementary schools. *Global Understanding: A Framework for Teaching and Learning* (Anderson, Nicklas, & Crawford, 1994) builds a rationale for global education based on the realities of a changing world and the need for an integrated curricular approach. Designed for elementary schools, Anderson's framework includes four messages to students: (a) You are a human being, (b) your home is planet Earth, (c) you are a citizen of a multicultural society, and (d) you live in an interrelated world. The book provides in-depth explanations of these curricular topics, with sections on developing learning outcomes, examples of performance assessments, and lists of resources.

All of the conceptualizations of global education outlined above contain ideas and approaches that are relevant to teacher education. There are some other documents that may be useful in thinking through the rationale and meaning of global education in teacher education. In the *1995 NCATE Guidelines*, global perspectives is defined as "the viewpoint that accepts the interdependency of nations and peoples and the interlinkage of political, economic, ecological and social issues of a transnational and global nature" (National Council for Accreditation of Teacher Education, 1994, p. 18). In the American Association of Colleges for Teacher Education's (AACTE) 1994 brochure, "Teacher Education in Global and International Education," globalization is said to necessitate changes in teaching, such as more attention to diverse and universal human values, global systems, global issues, involvement of different kinds of world actors, and global history. Robert Hanvey's *An Attainable Global Perspective* is outlined in this document because it is used in many teacher education programs.[4]

Beyond the conceptual literature, there are findings on the actual practice of teacher education in global perspectives. In 1990, I collected and analyzed the 1989-1990 conceptualization statements of 32 teacher education programs that focused on preparing teachers in global perspectives. I found that there were three areas of general consensus. The teacher educators agreed that teachers need the knowledge and skills to teach (a) an appreciation of cultural differences and similarities, including ways to teach multiple perspectives and perspective consciousness; (b) the world as a system and the concepts of interdependence and interconnectedness; and (c) how students' decisions locally both affect and are affected by global connections and people and organizations around the world (Merryfield, 1990).

Some teacher educators believe consensus over conceptualization is critical for successful dissemination and institutionalization of global education in the United States. Others think that the existing ambiguity allows for a much needed flexibility that helps teachers create their own brand of global education based on local educational, political, and cultural contexts. (See Tye & Tye, 1992, pp. 85-107, for an excellent discussion of this debate.) Most teacher educators do

agree that faculty in a teacher education program must be able to articulate their conceptualization of global education to teachers, schools, and colleagues. Teacher educators also need to be able to impart to teachers a vision of making it happen—the process of moving from conceptualization of global education to everyday practice in their schools.

Although our program in global education at Ohio State evolved from scholarship in history and the social sciences (particularly political science), since 1988 we have opened our program to all teachers who are interested in infusing global perspectives into their teaching and learning. Our 48 majors currently have interests or degrees in art education, educational administration, elementary education, English education, foreign language and ESL education, gifted education, health education, library science, science education, social studies education, math education, and special education. Therefore, our conceptualization of global education is very broad and flexible, to meet the needs of our teachers. See Table 1.1 for our program's conceptualization of elements in global education.

Question 1: How will you, your program or college conceptualize global perspectives in education?

Element 2: Acquiring Global Content

As teacher educators articulate their conceptualization of global education, they also consider what teachers need to know to be able to teach global perspectives within K-12 curricula. That is, what knowledge from art, history, literature, languages and linguistics, the social and behavioral sciences, the physical sciences, mathematics, health and medicine, and perhaps agriculture and technology will be needed to prepare teachers to teach K-12 students about their world? Thinking through what global content teachers need is another facet in conceptualizing global education. The underlying goal is providing teachers with the current scholarly knowledge that they need to teach their subject and its K-12 content from a global perspective. Let me share an illustration.

In our master's program in global education at Ohio State, my colleagues and I prepare teachers from a variety of backgrounds to infuse global perspectives into their teaching and learning. In 1988, when we initiated our global program, we developed five core courses to provide all our majors with an understanding of global education, multicultural education, and cross-cultural education, with an emphasis on world cultures, global economics, and international relations. Beyond these five courses, our majors chose another 35 hours of courses that meet their individual needs and interests in global education. Some develop their course work to acquire knowledge needed to globalize a particular subject they teach (e.g., children's literature), a discipline (political science, English as a Second Language), a world area (Latin America, Asia) or a global issue (such as global ecological change or women in development).

Many of their content needs are met by existing courses from other departments or colleges. Sometimes, our majors work out independent studies with us or other professors. One of our teachers recently took a 3 quarter hour indepen-

dent study to examine cross-cultural interaction at a local day care center that provides services to new immigrants. At times, we collaborate with colleagues in other departments so that their courses better meet the needs of our majors. For example, we worked with a history professor as he developed the course, "Critical Issues of the Twentieth Century World." This course examines major issues that are facing our world today from a global perspective. The world's web of interrelationships is taught through an integration of global history and global literature. Our majors examine the writings of people in other countries and cultures that can bring authentic voices to the study of different time periods and world regions.

What would be appropriate courses from art, history, languages and linguistics, the social and behavioral sciences, the physical sciences, mathematics, health and medicine, or perhaps agriculture and technology for your teachers? Perhaps an examination of the elements of global education in Table 1.1 can help you identify global content your teachers need from colleagues in other departments or colleges.

As you read through Table 1.1, note elements of global education that meet the needs of your program and teachers. Out of those, which require content from courses across campus? Do appropriate courses already exist? How can they be developed? For example, if teacher educators in an art education program want to prepare teachers to teach about the relationship of art and human values, they may direct their teachers to courses in Chinese painting and African textiles (see also MacGregor, 1995). Teacher educators in a foreign language education program may require courses on French literature from Africa and the Caribbean so that their teachers of French are better prepared to teach about the Francophone world. In technology education, teacher educators may choose to prepare technology teachers to understand global perspectives on agricultural technologies by having them take a course on the green revolution in Asia, in the College of Agriculture, and a course on women in development, from Rural Sociology (see also Merryfield, 1991b).

Teachers also need *global* knowledge about the world in general as well as content specific to the subjects they teach. For example, a language arts teacher not only studies literature from diverse cultures in different world regions but also learns about the historical contexts and cultural/political perspectives from which the authors wrote. Teacher educators often work with colleagues across campus to identify academic course work in the humanities, sciences, and social sciences so that preservice teachers have adequate foundational knowledge and in-service teachers have access to new, emerging knowledge in their fields (Merryfield & Remy, 1995).

Question 2: How will your teachers acquire global content?

Element 3: Experiencing Cross-Cultural Learning

Infusing global perspectives into a teacher education program requires more than the substantive knowledge of other cultures, global interconnectedness, and the multiple perspectives noted above. There is the need for preservice teachers to

Table 1.1 Elements of a Global Education

1. Human Beliefs and Values
   - universal and diverse human beliefs and values
   - perspective consciousness/multiple perspectives
   - recognition of the effects of one's own values, culture, and worldview in learning about and interacting with people different from oneself
   - understanding how values and beliefs underlie social/cultural norms and human conflict
   - the role of human beliefs and values in aesthetics, in language, literature and oral traditions, in the use of natural resources and the environment, in technology, in governance, in the construction of history

2. Global Systems
   - economic systems
   - political systems
   - ecological systems
   - technological systems (including information, communication, transportation, manufacturing)
   - knowledge of global dynamics
   - procedures and mechanisms in global systems
   - transactions within and across peoples, nations, regions
   - interconnections within different global systems
   - state of the planet awareness

3. Global Issues and Problems
   - population and family planning issues
   - self-determination
   - development issues
   - human rights issues (including rights of women, indigenous peoples, children)
   - emigration, immigration, and refugees
   - the global commons
   - environmental/natural resource issues
   - issues related to distribution of wealth, technology and information, resources, access to markets
   - issues related to hunger and food
   - peace and security issues
   - issues related to prejudice and discrimination (based on ethnicity, race, class, sex, religion, language, politics, etc.)

4. Global History
   - acceleration of interdependence over time (J-curves)
   - antecedents to current issues
   - origins and development of cultures
   - contact and borrowing among cultures
   - evolution of global systems
   - conflict and conflict resolution over time
   - changes in global systems over time

Table 1.1 Continued

5. Cross-Cultural Understanding/Interaction
   - understanding of one's own culture and heritage
   - understanding of multiple identities and loyalties
   - recognition of the complexity of cultural diversity and cultural universals
   - the role of one's own culture in the world system
   - skills and experiences in seeing one's own culture from others' perspectives
   - experiences in learning about another culture and the world from another culture's values and worldviews
   - extended experiences with people who are significantly different from oneself
   - ability to communicate across cultures
   - ability to work with people from other cultures

6. Awareness of Human Choices
   - by individuals, organizations, local communities, nations, regions, economic or political alliances
   - past and present actions and future alternatives
   - recognition of the complexity of human behavior

7. Development of Analytical and Evaluative Skills
   - abilities to collect, analyze, and evaluate information from different perspectives and worldviews
   - critical thinking skills (e.g., ability to detect bias, identify underlying assumptions, etc.)
   - recognition of the role of values and worldview in inquiry

8. Strategies for Participation and Involvement
   - cross-cultural interaction, participation, and collaboration
   - opportunities for making and implementing decisions
   - experience with addressing real-life problems
   - attention to learning from experience

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experience cross-cultural learning in order to teach, work with, and continue to learn from people different from themselves. Although cross-cultural experiential education is especially critical for those preservice teachers from homogeneous or mainstream cultural backgrounds, it is also important for minority teachers or teachers whose first language is other than English to understand the theory and practice of experiential learning and cross-cultural education.

Teacher educators have many goals in developing cross-cultural experiential components in their programs. In my research, I have found three goals that are frequently mentioned by teacher educators. First, teacher educators see cross-cultural experiences as essential to preparing teachers who can effectively teach K-12 students of diverse cultural backgrounds, languages, and worldviews. As one American colleague recently noted, "I can't prepare my students to teach in San Francisco schools without extensive cross-cultural experi-

ences with Asian, African American, and Latino children. They must learn to interact and communicate effectively across cultures." A major component of cross-cultural experiential education in teacher education is learning to work effectively with people who are different from oneself. Given the demographics of large numbers of white, middle-class preservice and in-service teachers and an increasing number of K-12 students of color, new immigrants, and students living in poverty, cross-cultural experiential education is essential in teacher education.

Second, teacher educators perceive cross-cultural experiences beyond the home country as profound learning experiences that help teachers construct bridges between their students' lives and the wider world. Teachers who have experienced another culture are more likely to perceive the power and potential of being connected to another part of the world and are also more likely to find ways in their daily instruction to teach local/global interconnectedness and perspective consciousness to their students. An American teacher of Spanish who student teaches in Costa Rica will probably bring more global knowledge and cross-cultural skills to her classroom than if she student teaches in her home neighborhood. Cross-cultural experiences in other parts of the world often become major catalysts in teachers becoming global educators. An undergraduate's study tour to China may lead to a lifetime of continued learning and teaching about that region and those global issues (perhaps human rights, population pressures on the environment, or urbanization) that connect the overseas experience to students and the local community.

Third, teachers are more likely to appreciate and use cross-cultural experiential education as an instructional strategy in their teaching if they have positive experiences with it during their own education (Wilson, 1983, 1993b). I will discuss cross-cultural education as an instructional method in the section on pedagogy for a global perspective.

Let me share some examples of ways in which our program has infused cross-cultural experiential education into our courses. We have developed a Professional Development School (PDS) Network in global education. I team teach our 10 credit hour methods block, with nine classroom teachers from six school districts whom we call "field professors" because they have taken on teacher educator roles in planning and team-teaching OSU courses, supervising and assessing preservice teachers, providing workshops to in-service colleagues, carrying out inquiry projects, and writing for publication. The nine field professors were selected because they have extensive cross-cultural experience themselves and they provide cross-cultural learning for their own students. We find that preservice teachers are more likely to become accomplished global educators when they learn to teach in the classrooms of teachers who are involved every quarter in having their students interact with and learn from diverse groups of people. See Chapter 3, written by some of the field professors in our PDS.

We have a number of courses where cross-cultural experiential education is the centerpiece both in content (what our teachers are learning about other cultures, global issues, and global interconnectedness) and in process (assignments take place in pairs or small groups where American teachers work coop-

eratively with international students during class and in projects outside class). In the course, Education for Cross-Cultural Understanding, American teachers work throughout the quarter with international students to examine conceptualizations of personal and group identity, family life and gender roles, transaction and interaction styles, and conflict management. In each seminar, we reflect upon perspective consciousness and cultural universals and work on interpersonal and communication skills. We also examine literature and media from countries represented by members of the class. In one of the early assignments, each American is paired with an international student to share "some experience in the Columbus community that you value." Ball games, church services, block parties, visits to a state park, and an afternoon at a local festival are some popular choices. Then, each person writes a page on the highlights of the experience from the perspective of the person of the other culture. Ben from Columbus writes about the street fair as he thinks Meei-Ling perceived it. Meei-Ling from Taiwan writes about the fair as she hypothesizes that Ben experienced it. In class, we share the writing assignments and discuss cultural perceptions of everyday life and perspective taking. The assignment helps to integrate the class (from seating patterns to conversations in groups) and the debriefing begins the process of working on cross-cultural interaction and communication skills. I also teach a course titled Teaching About Africans and African Perspectives, in which one third of the class is "Africans consultants," provided by our Center for African Studies, and most assignments involve Africans and Americans working together. See Chapter 4, which was written by some of the teachers and Africans who took the class in winter quarter 1995.

Our program requires cross-cultural experiences, and many of our teachers (and OSU professors) go on study tours overseas. My colleague, M. Eugene Gilliom, leads study tours to Asia, Africa, Latin America, and Europe several times every year. Gene's study tours have been experienced by hundreds of teachers and are an important component of our program. When teachers cannot go overseas because of financial or personal reasons, I work with local international organizations to place them in internships where they have 90 clock hours of cross-cultural experience in Columbus. Our program collaborates with 25 public service and private organizations and multinational companies, such as the Columbus International Visitor's Bureau, local organizations serving refugees or new immigrants, Honda, and even a day care program that serves the preschool children of international students on our campus. Our teachers provide these organizations with needed volunteer help and in return they learn cross-cultural skills and gain insights into other cultures and the globalization of their community.

There are many other ways to provide cross-cultural experiences in teacher education. Student and faculty exchanges, semesters abroad, and student teaching in other countries or within different cultures in the United States are some of the ways teacher educators build cross-cultural knowledge, develop skills in cross-cultural communication, and motivate teachers to teach from a global perspective (Gilliom, 1993; Wilson, 1982). In Chapter 6, Craig Kissock discusses student teaching overseas, and in Chapter 10, Elaine Jarchow provides examples and advice on exchange programs and internationalizing the college.

Question 3: How will your teachers experience other cultures in their community and in other countries?

Element 4: Pedagogy for a Global Perspective

Pedagogy for a global perspective is the practice of teaching and learning globally oriented content in ways that support diversity and social justice in an interconnected world. Reflection on content, on methods, and on the evolution of the controversial nature of global education are all part of the process of teacher education in global perspectives. When teacher educators model pedagogy for a global perspective, they provide teachers with insights into relationships across global education's goals, methods, content, and the lives of students. As one of the teachers I work with once said, "It's where we learn by actually doing it together."

Pedagogy for global education is related to scholarship in cross-cultural psychology (Brislin, 1986, 1993; Cole & Scribner, 1974; Dasen, 1992; Triandis & Berry, 1980), critical pedagogy (Friere, 1990), international and development education (Carnoy, 1974; Johnson, 1993), postcolonial studies (Ngugi wa Thiong'o, 1981; Said, 1978, 1993), multicultural and antiracist education (Banks, 1994; Banks & Banks, 1995; Larkin & Sleeter, 1995; Lynch, 1989; McCarthy, 1990; Sleeter, 1992; West, 1993), culturally relevant pedagogy (Ladson-Billings, 1994) and cooperative learning (Johnson & Johnson, 1992; Slavin, 1992). Major contributors to the literature on pedagogy for a global perspective are Charlotte Anderson (1990; Anderson et al., 1994), Kenneth Cushner (1989; Cushner, McClelland, & Safford, 1992), M. Eugene Gilliom (1993), Graham Pike and David Selby (1988), and Angene Wilson (1982, 1983, 1993a, 1993b). Their ideas bring together the processes of cross-cultural learning and community building for social action. In *Teaching About International Conflict and Peace*, Richard C. Remy and I (Merryfield & Remy, 1995) outlined categories of instructional methods that support the goals and content of global education (see Chapter 1), and Steve Shapiro, a high school social studies teacher, constructed an 80-page case study of his interdisciplinary team's application of pedagogy for a global perspective in their 6-week unit on international conflict resolution (see Chapter 2). These materials may be useful for teacher educators who are looking for illustrations of pedagogy for global education in teacher education and in K-12 instruction.

To prepare teachers to teach for diversity and equity in a globally interconnected world, teacher educators use methods and materials that have teachers reflect upon, experience, explore, analyze, and participate in local and global communities. Examine Table 1.2: Methods for Pedagogy for a Global Perspective. Which of these methods are already a part of your teaching? Which methods would strengthen your courses and better prepare your teachers for diversity, equity, and global connections?

In using these methods in their classes, teacher educators demonstrate how to develop a cross-cultural learning community where all members (professors, teachers, and others) reflect upon their own practice, support risk taking, and

work within both local and global worlds. Within such courses and field experiences, there can be a significant congruence between pedagogy and content goals. For example, a course that includes collaborative curriculum development projects between American teachers and Ghanians, Nigerians, and Malians can provide teachers with substantive knowledge, cross-cultural experiences, multiple perspectives, and new insights on what it means to be American. The teachers, in turn, initiate or improve cross-cultural education so that their K-12 students learn to interact effectively in diverse communities as they learn about their nation and the world.

Here are some illustrations of class activities and assignments that I developed for my introductory course, Infusing Global Perspectives in Education, which is required as one of the core courses for our graduate program in global education. As you read through these examples, examine how I integrated the methods outlined in Table 1.2.

Tree of Life Reflection

When teachers enter my classroom, they come with perceptions of their own identities and views of diverse people in our local community and around the world, yet few teachers have taken the time to analyze how their worldview developed and evolved over time. In the Tree of Life activity, I ask the teachers to use the analogy of a tree to conceptually map what they have learned about people different from themselves and about the world, from their childhood to the present. I begin by sharing my own tree (see Figure 1.1) as I model the reflection and analysis I expect of them. I describe the everyday racism of Jim Crow's separate drinking fountains and white-only movie theaters that I grew up with in the South of the 1950s. I share the contradictions of my mother's prejudice against Roman Catholics and Jews, and my friendships with Ann (a Catholic) and Susan (a Jew), which taught me that her stereotypes were wrong.

As I share what I learned from my experiences, I frequently stop and ask the teachers questions. What did your parents teach you about people who were different from you? About poverty? About people in other parts of the world? What experiences have you had that altered your view of others? That changed the way you look at the world? Or altered your view of your own identity? I ask the teachers to think of their lived experience as a tree, with roots in early family experiences, beliefs, and values; the trunk as growth and development in childhood; and branches as lessons learned from school, work, travel, and new relationships.

Whether characterizing their lives as a willow, an oak, or a dogwood (teachers can draw some intriguing parallels), the tree becomes a graphic metaphor as the teachers sketch and modify their trees of life over the next week. In the next class, the teachers pair off with someone in class they don't already know to share what they have learned about the power of their lived experience. Working together, each pair generates a list of implications of the activity for teaching global education in the schools. This activity also helps in developing a classroom climate supportive of diversity, cooperation, and sharing.

Table 1.2 Methods for Pedagogy for a Global Perspective

Methods in teacher education address:

1. *Self-Knowledge:* Teachers examine their own identity and cultural heritage and reflect upon their past experiences with the Other and their privilege situated locally and globally. Examples: Teachers construct and reflect upon autobiographies, interview family members and other people different from themselves to examine the social construction of culture and class, research and compare local, national, and global statistics on quality of life indicators.
2. *Cross-Cultural Experience:* Teachers participate in cultures (in the mainstream and on the margins) different from their own to learn from both differences and similarities and trace historical antecedents to the status quo of economic, political, and social power. Examples: Teachers participate in study tours, exchanges, student teaching abroad or within other cultures in North America.
3. *Cross-Cultural Skills:* Teachers develop cross-cultural skills in listening, interaction, communication, cooperation, and conflict management. Examples: Teachers carry out collaborative assignments, projects, or action research within minority or immigrant cultures and with people in other parts of the world.
4. *Perspective Consciousness:* Teachers examine multiple perspectives. Examples: Teachers research different perspectives on local and global issues, on topics of personal or professional interest; read and discuss literature or histories from different points of view or frames of reference; work to infuse voices from the margins (locally, nationally, and globally) into courses and experiences.
5. *Values Analysis:* Teachers identify and analyze values, beliefs, and attitudes. Examples: Teachers examine, evaluate, and critique instructional and popular print materials, media, and other sources of information to understand their underlying assumptions, biases, stereotyping, cultural norms, and values.
6. *Authentic Learning:* Teachers apply global knowledge and cross-cultural skills through authentic applications. Examples: Teachers develop new instructional materials and assessments, collaborate in community projects that support diversity and social justice, make substantive connections between their students and people in another part of the world.

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Pa Kanoh's Worldview

To help the teachers recognize their situated privilege within the global system, I build from the Tree of Life discussion with what I call the Pa Kanoh activity. Following research and readings on global issues facing the world today, the teachers work in small cooperative groups to develop a visual display of their priorities in addressing global issues facing the world's people and the planet. After the groups discuss their conclusions in class, I bring out photographs of Pa Kanoh, a Limba friend of mine who was my next-door neighbor in a village in Sierra Leone from 1977 to 1979. As I pass around the photos, I talk about conversations with Pa Kanoh in which he taught me about his life, his family, and his dreams. The photos show a grizzled older man enjoying palm wine with other men; his rice field; his wives and other female relatives pounding cassava and

Research with teachers in Ohio;
listening to students talk about the world and its peoples
Teacher reflections and applications of global ed.
international students in my OSU classes
1990s
Living in Subic Bay & Olongapo in the Philippines;
working for the Ministry of Education in Botswana in curriculum
Directing the African Institute at Indiana U.
— African curriculum developers and American teachers
Living and doing field work for 18 months
in Nigeria, Kenya, and Malawi
Working as outreach coordinator for the African Studies Program at Indiana U.
— teacher inservices & curriculum development with Africans
Living in Adams Morgan in Washington D.C.,
working for Peace Corps & teaching English to Cambodian refugees
1980s
Travel for 10 months in Africa and Asia
Teaching at Holy Ghost Secondary School, Segbwema, Sierra Leone
— activist students, African literature, and Muslim friends
Teaching in a working class district
— white flight and racism
my friend O'Teale and socializing in
the Black Community in Atlanta
Black history in my BA; Africa in my MEd
1970s
Charlotte, a friend whose parents were
missionaries in the Congo
Annual trips across the U.S.
and some to Canada
Sit-ins and
segregation
1960s
Private girls' prep school 7-12
A Catholic friend (Ann)
and a Jewish friend (Susan)
Homogeneous (in class, race, religion)
neighborhood, school, church, country club
Growing up in the South,
in Appalachia
Racism/prejudice in my family, community
1950s

Figure 1.1. Merry's Tree of Life
SOURCE: Reprinted with permission from *Theory Into Practice*, 1993, 32(1), p. 29.

cooking; and his nine children playing, carrying water, and walking to school. I talk about his making about 190 leones (about $190) a year through farming and tapping palm wine. I explain that school fees were 75 leones, and I describe the sacrifices he made to send his eldest son to the secondary school where I taught. I share his dilemma in not being able to pay for both food and medicine, in August 1978, when his daughter became seriously ill with measles complicated by pneumonia during the so-called hungry season (when last year's rice had been eaten and the new crop was not ready for harvest).

After about 10 minutes of talking about Pa Kanoh's life, I ask the teachers, What do you think Pa Kanoh would put forward as his priorities of the issues facing people and the planet? What would he think of the ones our class has generated? As differences emerge in the discussion, I ask the teachers to explain why Pa's worldview would probably differ from their own. Sometimes, international students in the class will offer examples from friends and family in South Africa, Indonesia, or Taiwan.

I follow this discussion with data comparing gross domestic product, calories per capita, literacy and education rates, and medical care by countries and regions. The teachers construct a schema of global distribution of income, food, education, and health care and then place themselves and Pa Kanoh on it. Usually, the teachers recognize that their position is among the most fortunate or privileged people on the planet. We then look at the implications of such relative wealth and privilege. How does having a relatively high quality of life affect one's worldview? One's view of people who have less in the local community or overseas? How does it affect how we see global issues? How can we look beyond our lens of privilege to view the world from a more global perspective?

This activity often raises insights into the ramifications of how people's culture and socioeconomic class affect the ways in which they perceive themselves, others, and the world. The discussion becomes more powerful when other teachers and international students in the class share their stories of other individuals who have different worldviews.

The Meeting on the Congo

To develop perspective consciousness, teachers must recognize how diverse people often hold different, even conflicting, worldviews of the past, present, and future. I find that the Meeting on the Congo activity showcases the power of perspective consciousness and provides a benchmark for many teachers in their instruction in multiple perspectives.

I begin the lesson with the explanation that we are going to examine some primary sources to analyze how an author's worldview influences his or her interpretation of events. Without their realizing it, I give half the teachers a reading titled "That Was No Brother" and the other half "That Was No Welcome." The "Brother" reading is by King Mojimba, who relates his first encounter with men with white skins, in the late 1880s. When he and his people hear rumors of men on the river with white skin, they think that people who had drowned in the river were returning to life. When they hear messages that these white men are coming down the river toward their village, his people make preparations for a welcoming feast and organize a procession of canoes to greet their returning brothers. However, when they reach the white men, King Mojimba's people are attacked, hunted down, and killed by these white strangers. He ends the story with a description of the carnage of his village (see Reading 1).

The "Welcome" reading is told by Henry Stanley. He writes of hearing chanting and drumming grow louder and louder as he and his men come down the river. Then they see a fleet of huge canoes bearing down on their small party. He tells his men to hold their fire until the "monster" canoes are upon them. He

READING 1
THAT WAS NO BROTHER

In the story below, King Mojimba, who lived along the Congo River, tells how his people welcomed the first white man they had ever seen. He told this story to a Catholic priest:

> When we heard that the man with white skin was traveling down the river, we were open-mouthed with surprise. We stood still. All night long the drums told the strange news—a man with white skin! That man, we said to ourselves, has a white skin. He must have got that from the river kingdom. He is one of our brothers who was drowned in the river. All life comes from the water, and in the water he has found life. Now he is coming back to us. He is coming home.
>
> We will prepare a feast, I ordered. . . . We will go to meet our brother and bring him into the village with rejoicing! We put on our ceremonial dress. We got the great canoes. We listened for the gong which would tell us that our brother had arrived on the river. Now he enters the river! We swept forward, my canoe leading, the others following, with songs of joy and dancing, to meet the first white man our eyes had ever seen and to honor him.
>
> But as we came near his canoe there were loud sounds, bang! bang! and fire-sticks spit bits of iron at us. We were frightened; our mouths hung wide open and we could not shut them. Things such as we had never seen, never heard of, never dreamed of—they were the work of evil spirits! Several of my men plunged into the water. . . . What for? Did they fly to safety? No—for others fell down also in the canoes, some screamed terribly, others were silent—they were dead, and blood flowed from little holes in their bodies. "War! That is war!" I yelled. "Go back!" The canoes sped back to our village with all the strength we could give to our arms.
>
> That was no brother! That was the worst enemy our country had ever seen.

SOURCE: Adapted from Heinrich Schiffers, *The Quest for Africa* (New York, 1957) 196-197, and reprinted in Merry M. Merryfield and Adama Timbo, *Teaching About Francophone Africa* (Bloomington, IN, 1983).

ends with anger at the "murderous world" and its "filthy people" whom his men must pursue (see Reading 2).[5]

After they read the one-page descriptions of a meeting between Europeans and Africans, I ask teachers who read the "Brother" reading to describe the expectations of the person telling the story, the emotions he expressed, and his explanation as to why people were killed. As the reading is discussed, the teachers who read the "Welcome" reading are often puzzled or upset because the discussion doesn't appear to come from their reading. As they enter into the discussion, it becomes apparent that I had passed out more than one version of the meeting on the Congo. I then hand out both readings, and we begin to ponder not only how different perspectives develop but also the impact of perspectives on the writing of history, literature, and other subjects.

Listening to the Other

A fourth activity focuses on methods for learning cross-cultural skills in listening and values analysis. In about the 7th week of class, I bring in a group of

READING 2
THAT WAS NO WELCOME

Henry Stanley was the first white man to travel down the entire Congo River. He was a newspaper man and wrote a book about his travels. In the story below, he tells how he was met by some Africans while traveling down the Congo in a canoe about 100 years ago:

About 8 a.m., we saw a marketplace where there were many small canoes. The men got into them and circled all around us. We stayed still for a long time, but they became bolder and began to throw their wooden spears whenever anyone cried "Mutti" (the word for sticks). We shot our guns a few times, which made them leave. Drums then awakened the whole country, and horns blew deafening blasts. Some canoes boldly followed us.

About 10 a.m., we came to another market. Here, too, warriors were waiting, and again we had to use our weapons. With a lot of noise, the little canoes disappeared quickly down the river.

At 2 p.m., we came into a very large stream. There we saw a great fleet of canoes in the middle of the stream. The canoe men, standing up, gave a loud shout when they saw us and blew their horns louder than ever. Looking upstream, we saw a sight that sent the blood tingling through every nerve and fiber of our bodies: a fleet of gigantic canoes bearing down upon us, which were bigger in size and numbers than anything we had seen. . . .

We had enough time to count the number of the war vessels. There were 54 of them! A monster canoe led the way, with two rows of paddlers standing up, 40 men on a side, their bodies bending and swaying like a barbarous chorus driving down toward us.

In the bow were 10 young warriors, their heads gay with red feathers; at the stern, 8 men with long paddles, whose tops were decorated with ivory balls, guided the monster vessel; and dancing up and down from stem to stern with 10 men, who looked like they were chiefs.

The crashing sound of large drums, a hundred blasts from ivory horns, and a thrilling chant from 2,000 human throats did not help to calm our nerves. But we had no time to pray. . . . As the first canoe came rushing down, I turned to take a last look at our people and said to them: "Boys, be firm as iron; wait until you see the first spear, and then take good aim. Don't fire all at once. Keep aiming until you are sure of your man. Don't think of running away, because only your guns can save you."

The monster canoe aimed straight for my boat, as though it would run us down; but when it was 50 yards away, it swerved to the side. When it was nearly opposite us, the warriors threw their spears and on both sides there was a noise of rushing bodies. But every sound was soon lost in the ripping, cracking gunfire. After firing for 5 minutes, we saw that the enemy was regrouping about 200 yards above us.

We were angry now. It was a murderous world, and we felt for the first time that we hated the filthy people who lived in it. We followed them upstream until we saw their villages. We made straight for the riverbanks and fought in the village streets with those who had landed. We hunted them in the woods until we finally stopped.

SOURCE: Adapted from Henry Stanley, *Through the Dark Continent* (Vol. II) (New York, 1885) 268-273, and reprinted in Merry M. Merryfield and Adama Timbo, *Teaching About Francophone Africa* (Bloomington, IN, 1983).

international students (I refer to them as consultants) to talk with the teachers about what they would like American students to learn about their cultures and

countries. The teachers are already in cooperative groups and know ahead of time that they will talk with Keiko from Japan or Lorinda from Ghana. In preparation, they look at instructional materials and courses of study (school districts' curricula in Ohio) to see what is taught about their consultant's country and what materials are currently being used in their school or district.

As the international students enter class, the teachers greet them, provide name tags, and take them over to join their groups. For about 1 hour, the international students talk with the teachers about what they want American students to know about their culture, their way of life, and their country. They may begin by refuting what they see as American stereotypes, prejudice, or ignorance. Some speak of experiences since coming to the United States that have surprised or shocked them. Others may teach about Islam, about extended families, or about a recent war or conflict. The teachers listen, take notes, and ask questions. Their first goal is to look at teaching about these people and countries through the eyes of the international student. Their second goal is to identify the beliefs and values that underlie what the international students are telling them.

After the whole class shares some of the major points learned during the first hour, I ask the international students to sit as a panel in front of the class: "I know many of you have questions about Americans and the United States. Here you have teachers who are responsible for educating our next generation. They are ready to answer any questions you might have." The international students ask a wide variety of questions about popular culture, politics, and what it means to be an American. Invariably, the international students question something that provides invaluable lessons in perspective taking. Last year, it was the question, "Why don't young people in the United States show respect for their elders?" that took the class into an intense analysis of cultural conceptions of respect, freedom, and family.

At the end of the class, I ask the teachers and the international students to speak to what we have learned about each other that can bridge our differences. Usually, people point out shared values, experiences, concerns over family and the future. As the class ends, it comes as a surprise to some that personal as well as professional connections have been made. At the beginning of the next class, I ask them about the value of such brief cross-cultural experiences: "Before this class, you had read, studied, perhaps seen films about the other cultures and countries. What difference does it make when you have the opportunity to talk and interact with a person from that culture?" Debriefing concludes with more reflection on the process of teaching through multiple perspectives, through cross-cultural experiences, and reflection upon one's own experience.

My assessment of what teachers learn in my introductory seminar is built upon my observing their participation and discussion during class activities, my reading of their written reflections, and my evaluation of an application project in which they must apply ideas from the course in their own teaching, learning, or research. As noted by Giselle Martin-Kniep, in Chapter 5, assessment is most effective when teachers demonstrate what they have learned within the authentic contexts of their lives and work.

Pedagogy for a global perspective is a fundamental part of teaching teachers how to infuse global education into their own practice. A teacher education

program's conceptualization of global education needs to be reinforced by its instructional methods, the classroom climate of its courses, and teacher educators' connections to the local community and the world.

Question 4: How will you model, and your teachers learn, pedagogy for a global perspective?

Conclusions

Infusing global perspectives into teacher education is an ongoing process of defining and redefining ways in which we can better prepare young people for diversity, equity, and interconnectedness in their own community and the world. It is dynamic in that new scholarship and technologies are constantly adding new knowledge and improving access to information. The information age places on teacher educators the responsibility of connecting teachers to a constantly changing world, updated information, and new technologies. Cross-cultural experiential learning is central to global education, and teachers need reflective practice in teaching and learning with people different from themselves. Teacher educators need to model pedagogy for a global perspective in their classes and programs, because teachers need to experience exemplary global education as students and as teachers.

In a globally oriented teacher education program, content and issues in global education enter all courses and field experiences. Cooperating teachers and sites for school/university collaboration are selected so that preservice teachers work with talented K-12 global educators. Courses in foundations, technology, and methods help teachers examine conceptualizations, cases, instructional strategies, curriculum development, interdisciplinary approaches, and assessments in global education. Research courses include relevant studies, literature, and opportunities for action research. Preservice and in-service programs set aside time for teachers and teacher educators to reflect, experiment, and share ideas and experiences with colleagues (Merryfield, 1995; Tye & Tye, 1992).

Teacher education programs must also prepare teachers to deal with the controversial nature of global education. Through readings, role-play, and collaboration with resource people in the community, teachers need to reflect upon the reasons for controversies over global education and approaches to resolving such conflicts (see Lamy, 1990; Schukar, 1993). Teachers also need to learn to make curricular connections between global education and multicultural education. Global and multicultural education overlap in their goals to develop multiple perspectives and multiple loyalties, strengthen cultural consciousness and intercultural competence, respect human dignity and human rights, and combat prejudice and discrimination (Bennett, 1995). Today's teachers are being called upon to teach both multicultural and global education. Teacher educators need to help teachers plan instruction that makes connections between these two fields (Merryfield, 1996). All of these approaches to teacher education in global education need to be supported by the faculty's shared vision of global education;

ongoing faculty development; long-term collaboration with internationally minded colleagues on campus, in the schools, and overseas; administrative leadership; and institutional commitment.

NOTES

1. In the chapter, I use *teachers* in a generic sense to include all preservice and in-service teachers, administrators, counselors, and the like who are the clients of teacher education programs.

2. *An Attainable Global Perspective* is currently in print in Willard Kniep's *Next Steps in Global Education* (1987). See references.

3. In a later work, Becker and Lee Anderson (1980) differentiate between a global perspective and Euro/North American-centric, group-centric, region-centric, past-centric, anthropo-centric, information-centric, and spectator-centric perspectives. This article also discusses strategies and instructional materials to reorient existing perspectives to a more global approach.

4. The brochure, "Teacher Education in Global and International Education" is free upon request. Write to AACTE at One Dupont Circle, Suite 610, Washington, DC 20036-1186, and enclose a stamped, self-addressed envelope.

5. This activity was published in 1983 in Merry Merryfield and Adama Timbo's *Teaching About Francophone Africa*. "That Was No Welcome" was adapted from Stanley (1885). "That Was No Brother" was adapted from remarks of King Mojimba, as told to Father Joseph Fraessle, and published in Schiffers (1957).

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2

Earth Systems Education

A Case Study of a Globally Oriented Science Education Program

VICTOR J. MAYER

What Will You See in This Chapter?
How Did My Background Prepare Me for a Role in Global Education?
How Did the Earth Systems Education Program Develop?
- What Was My Role?
- How Was Cooperation Achieved From Science and Education Colleagues?
- What Are Some Examples of Successful ESE Curriculum Efforts?
- What Are Reasons for the Success or Failure of Certain ESE Efforts?

How Does ESE Facilitate the Objectives of Global Education?
- How Did I Get Involved in Global Education?
- What Are the Characteristics of Science That Facilitate Global Communication?
- How Does Earth System Science Support Global Education?
- What Acceptance Has There Been From National Leaders?
- Are National Standards for Science Education Consistent With ESE and Global Education Objectives?

How Do We Prepare Science Teachers for a Global Culture?
- How Does Our Holmes Program Prepare Preservice Teachers in ESE?
- How Are In-Service Teachers Prepared in Earth Systems Education?
- How Have We Prepared Future Teacher Educators for Earth Systems Education?
- What Are Some Problems Inherent in Establishing Such Programs at the University Level?
- What Is the Future of ESE as a Globally Oriented Science Education Program?

Earth Systems Education (ESE) is a philosophy of science curriculum and instruction directed at a global understanding of the world we live in. It has been the result of a cooperative effort of science educators, scientists, and science teachers from all across the United States. ESE provides a basis for a global definition of science literacy and an international precollege science curriculum because it focuses principally on the systems of Earth, the atmosphere (air), hydrosphere (water), lithosphere (solid earth), biosphere (life), and their interactions. Children of all nations observe weather, flowing streams, rock materials, and animals as parts of their environment. They experience the beauty of sunsets, the power of storms, the tranquility of a mountain scene, the soaring flight of a bird, or, in northern or southern latitudes, a crisp autumn day. The Earth system, the student's natural environment, is a subject common to all cultures. Its careful study is the process we call *science*. The Earth system, therefore, provides the subject for an integrated science curriculum, international in interest and scope. The science methodology used by Earth system scientists incorporated into such a curriculum provides school children with a universal method of communication and problem solving. Using the Earth system as the organizational focus, as we do in Earth Systems Education, can give science a major role among other curricular subjects for helping students achieve a global understanding and perspective about their own and other cultures.

What Will You See in This Chapter?

In the sections that follow, I will try to answer a series of questions about ESE, how it contributes to global education at the national and local levels, how ESE programs have been developed and established, and the various roles I and other teachers at all levels have played in its development and implementation. As you read this chapter, keep in mind my personal background described in the first section below. Reflect on that background and how it has colored my viewpoint of science and science education with a global education perspective. Try to relate certain of its elements to how they prepared me for my efforts in Earth Systems Education. Think about how similar experiences you can engage in would help you prepare for a role in global education or a closely related field of education.

1. How did my background prepare me for a role in global education?
2. How did the Earth Systems Education program develop?
   a. What was my role?
   b. How was cooperation achieved from science and education colleagues?
   c. What are some examples of successful ESE curriculum efforts?
   d. What are reasons for the success or failure of certain ESE efforts?

3. How does ESE facilitate the objectives of global education?
   a. How did I get involved in global education?

b. What are the characteristics of science that facilitate global communication?
c. How does Earth System Science support global education?
d. How has ESE been accepted by national leaders?
e. Are national standards for science education consistent with ESE and global education objectives?

4. How do we prepare science teachers for a global culture?
   a. How does our Holmes program prepare preservice teachers in ESE?
   b. How are in-service teachers prepared in Earth Systems Education?
   c. How have we prepared future teacher educators for Earth Systems Education?
   d. What are some problems inherent in establishing such programs in the university?

5. What is the future of ESE as a globally oriented science education program?

In this chapter, I discuss each of these questions and in the process provide information about successes and failures we have encountered. I hope that this information will assist other teacher educators in developing their own globally oriented programs. Perhaps my example, and the description of the strategies my colleagues and I used in developing and implementing ESE programs, can be a source of useful ideas for your own work.

How Did My Background Prepare Me for a Role in Global Education?

I recently retired as a Professor in Education, Geological Sciences and Natural Resources, having had a long career as a teacher and as a teacher educator. I entered the field of education following the completion of a graduate degree in a science—geology. This in itself has given me a deep appreciation of the need for strong science content for science teachers and for their university mentors. In fact, my graduate background in science set me apart from many of my colleagues in science education and has often resulted in my holding very different viewpoints on certain issues, many of which are culturally related, that affect science teaching.

My interests in science, different cultures, and education are the result of a very diverse set of experiences encountered over some 40 years of student and professional life. My undergraduate degree is in geology, from the University of Wisconsin. Summer fieldwork required for the degree took me to the Southwest, introducing me to the Spanish and Indian cultures of that region during some very impressionable years in my life. I graduated from Wisconsin in 1956. Following a year that included geological fieldwork for the Wisconsin Geological Survey, military service in Virginia, and a brief attempt as an appliance salesman, I enrolled for graduate work in geology at the University of Colorado. This was

the year that Sputnik was launched. Thus, my graduate education and subsequent science teaching were heavily influenced by the race to achieve scientific and technological superiority over another culture, that of the Soviet Union. While working on my master's degree, I served as a graduate teaching assistant in the elementary geology course, my first introduction to teaching. I also traveled frequently through Santa Fe to Albuquerque, New Mexico, where one of my brothers was raising his family. My interest in other cultures and their means of adapting to different natural environments was stimulated by these visits. I often stopped by the Taos Pueblo, climbed to the Acoma settlement on top of its mesa, and visited other Indian villages. I talked with residents, ate their food, viewed their festivals, purchased their crafts. The mix of Spanish and Indian influences in art, food, language, dress, and behavior was fascinating to me as a developing science teacher.

My limited experience teaching freshman geology students convinced me that I wanted to be a teacher. I stretched out my master's program by taking the education courses and student teaching required for certification in Colorado. I also completed the research for the master's degree, which involved fieldwork in the spectacular but isolated Dinosaur National Monument area of northwestern Colorado (Mayer, 1964). Upon completing my degree, I was offered a position as a summer field assistant by the United States Geological Survey in Denver. My job would be to accompany and assist the senior geologist, who was being sent to examine the results of the Yellowstone earthquake that had occurred the previous year (1959). It was an opportunity filled with romance. We would travel on horseback in one of the world's most beautiful and interesting landscapes and conduct geological research that subsequently attracted a great deal of public attention. In fact, the senior geologist, who would have been my boss, was the subject of an article about his work that was published by the *National Geographic* (Matthews, 1960). I was, however, also offered a position teaching Earth science in a junior high school in a suburb of Denver. It started fully a month before the work for the Geological Survey would have been completed. I was faced with one of my first professional dilemmas, science or education. I chose education and began a 4-year stint of teaching in Colorado junior and senior high schools.

Starting that fall, I taught Earth science and physical science at Josephine Hodgkins Junior High School in Westminster, Colorado, a suburb of Denver. My classes included many students with Spanish surnames. For many of them, English was a second language. I was confronted with cultural and social differences that should have influenced the way I taught science. I was too inexperienced, however, and taught science to these youngsters in much the same way as I did to the freshman geology students at the University of Colorado. This was a prescription for failure on the part of not only my students but also their teacher.

After a few years of teaching at junior and senior high schools in Colorado, I started a doctoral program in science education at the University of Colorado. In my studies, I learned the so-called melting pot philosophy of cultural development. That is, that the many diverse cultures in our country should contribute to the development of a single, American culture to be shared by all our citizens. Under this philosophy, it was the role and responsibility of educators to facilitate the development of this common culture and its transmission to our young

citizens. This would provide the "glue" to keep our country unified and give each of our citizens an equal opportunity to contribute economically and politically to its sustenance. The melting pot philosophy stimulated my interest in a dissertation topic. I wondered how science should be presented to Southwest Indians, cultures so different from the Western culture that gave birth to science. On the other hand, I suspected that there were distinct contributions that Indian cultures could make to an improved understanding of science among the entire American population. I spent some time in Indian Agency schools in Arizona, talking to teachers and administrators about such concerns. I even applied for a teaching position in a Navajo reservation school to prepare me for undertaking a study. Eventually, however, I decided to take a different route and chose a topic for which I was more confident of my background and understanding of the issues. It dealt with the preparation of secondary school Earth science teachers for an innovative new curriculum (Mayer, 1967). In retrospect, it is interesting to reflect on the melting pot philosophy undergirding education through the 1960s in light of our current emphasis upon multiculturalism, which emphasizes the preservation of distinct cultures within our country.

As a professor at The Ohio State University, I have had the advantage of participating in a variety of international experiences. The first was many years ago, when I was asked to provide technical assistance to the Ministry of Education of Venezuela for developing an Earth science teacher preparation program at the Pedagogical Institute of Caracas. I spent 3 months on leave from the University, living in Caracas and working with the teachers of the Institute, some of whom understood English. The experience gave me the opportunity to practice my very poor Spanish, first learned as an undergraduate at the University of Wisconsin, because the colleague I worked most closely with had a very limited knowledge of English. My work in Caracas resulted in a longtime association with science educators in Venezuela and a number of trips to that country to exchange expertise. More recently, I have directed summer programs in Columbus for in-service science teachers from the Republic of Korea. As a result, I have been to Korea several times for follow-up conferences (Mayer & Fortner, 1991). These experiences, in addition to my participation in international conferences, acting as adviser to graduate students from Taiwan, Korea, and South America, and as host to visiting professors from Korea, the People's Republic of China, Taiwan, and Russia, have provided me with information and perspectives that have been very useful in the design of ESE programs and the incorporation of global education elements into science curricula and programs.

How Did the Earth Systems Education Program Develop?

What Was My Role?

I spent autumn quarter 1987, on leave from the university, in Washington, D.C. This happened to be a crucial period of time in the widespread science curriculum restructuring now in progress throughout our nation and the world. The American Association for the Advancement of Science (AAAS) was completing the first phase of its Project 2061, the development of guidelines for future science curriculum restructure. This document was being prepared, based on the

advice of a series of committees of scientists, engineers, and mathematicians. Unfortunately, representation from the Earth science community had been left out of those committees. I have been a longtime member of the AAAS and at the time was serving as the chair of its Education Section. Working with the staff of AAAS, I and colleagues at the American Geological Institute were able to plan and conduct a weeklong conference held the following spring. Its purpose was to furnish additional Earth science input during the development of Project 2061. As it turned out, however, that became only a secondary result of the conference.

The 40 conference participants were equally divided between Earth scientists and science teachers. Payson Stevens, one of the conferees, brought copies of the Earth System Science report, which had recently been published by the National Aeronautics and Space Administration, for all the participants. It defined a conceptual approach to studying the Earth rather than the traditional disciplinary approaches of physics, geology, oceanography, meteorology, biology, and so on (Earth System Science Committee, 1988). Although the report was developed for the science community, those at the conference saw its implications for the development of interdisciplinary Earth science courses. This document provided a framework for the organization of the conference report and became the science bible for the subsequent development of Earth Systems Education curricula (Mayer & Armstrong, 1990).

Autumn 1987 was also an important time in the history of world political relations. While I was in Washington, Gorbachev paid a visit. Flags of the United States and the USSR flew side by side along the avenues and from government buildings. This was a startling display for someone raised in the atmosphere of antagonism and fear of the Cold War. As a country and a world, we were moving very rapidly out of the Cold War epoch of conflict into a period of global cooperation. To many, this also meant that we needed to change a science curriculum that was founded in this Cold War era and based on its philosophy of conflict. The new curriculum needed to reflect different priorities, including those of cultural cooperation rather than conflict, and an attention to social and environmental problems rather than an emphasis on the development of superior technology designed to defeat the enemy. The renowned Soviet system of science education, designed with similar intent, had focused heavily on physics and chemistry in an effort to achieve military superiority over the West. The results of this system were etched in our consciousness: the environmental despoliation of vast tracts of the Soviet countryside, the destruction of the Aral Sea and its surrounding economy, the dumping of nuclear waste and reactors into the Arctic Ocean. These are but extreme examples of what also happened in the West. We inherited our own problems with nuclear waste and residue, extensive air pollution, and the destruction of plant and animal species. Along with these environmental concerns have been the exacerbation and neglect of social problems. George Brown, Jr., a U.S. Representative from Southern California and a longtime advocate of federal support of science, quoted in a newspaper article, criticized the current focus of the science establishment on military and industrial development (in Lepowski, 1993):

> Today there are more human beings living in abject poverty throughout the world than ever before. At home, our global leadership in

> science and technology has not translated into leadership in infant health, life expectancy, rates of literacy, equality of opportunity, productivity of our workers, or efficiency of resource consumption. Neither has it overcome failing education systems, decaying cities, environmental degradation, unaffordable health care, and the largest national debt in history.
>
> Must science and technology continue to feed the historical cycle of more consumption, more waste, more economic disparity? Or can our research lead us out of that cycle, and create a new trajectory for cultural evolution? (Mayer, 1994, pp. 111-112)

Brown has become a spokesperson for a growing number of scientists and civic leaders who believe that science must redirect its service to the public, following the end of the Cold War, toward the solution of environmental and social problems. ESE has become an effort to redirect the focus of K-12 science curricula toward these new challenges to science. As you will see later in this chapter, it places Earth, our habitat, at the center of the science curriculum. Earth and its global systems provide the curriculum's organizational framework. Thus, our use and treatment of the environment are elevated to a much more important place within the science curriculum. ESE is an attempt, therefore, to evolve a concept of science literacy that is more attentive to the post-Cold War global intellectual climate. We believe that students, exposed to this version of science literacy, will provide wiser leadership in business, politics, and science when encountering challenges to our global social and physical systems (Mayer, 1995).

How Was Cooperation Achieved From Science and Education Colleagues?

The next phase in the development of the ESE program was made possible because of professional and social relationships that I had developed and maintained over many years. I was originally hired into two faculties at Ohio State: the College of Education and the Department of Geology in the College of Mathematics and Physical Sciences. I taught elementary survey and field courses for the first several years of my tenure in Geology and also taught in the certification and graduate programs in science education. However, I found it difficult to meet the expectations of two different colleges and their faculties. Five years after arriving at Ohio State, I transferred full-time into Education so that I could concentrate my activities on the professional requirements of that discipline. Even though I no longer taught in Geology, I retained my joint appointment and a close collaborative relationship with selected faculty members of that department.

The 5 years of experience in a science department, combined with the geological field experience and research that I had in my undergraduate and graduate training in geology, provided me with a solid basis for cooperative work with scientists on local curriculum development and teacher education projects, and nationally on efforts such as the Crustal Evolution Education Project (Mayer & Stoever, 1978). I was also able to establish close working relationships with

faculty in the College of Biological Sciences and the School of Natural Resources through the Ohio Sea Grant Program, an interdisciplinary program of science, education, and advisory services supported in part by the National Sea Grant Program of the National Oceanic and Atmospheric Administration. During the late 1970s, I had two large funded projects: the Ohio Sea Grant Education Program and the Crustal Evolution Education Program. Because of my involvement in these projects, my faculty hired Rosanne Fortner, a fresh doctoral graduate of the Virginia Polytechnic Institute, to handle my teacher education functions. She subsequently moved to a tenure track position in the School of Natural Resources. This began a very productive and lasting professional partnership, culminating in our development of the ESE program.

Because of the cooperative work on the Ohio Sea Grant program with Rosanne and others in Natural Resources, I was granted an appointment on the faculty of the School of Natural Resources. At the time of development of the ESE program, therefore, I had faculty appointments in two science units and in education. My teaching, development, and research activities have also involved work with colleagues in a variety of other science departments, including biological sciences, engineering, chemistry, and physics. I have found it extremely important for someone in science education to establish such close working relationships with colleagues in science departments. To do this, however, I had to prove myself. My graduate and research background in geology was an immense aid, because I could knowledgeably discuss topics in a scientist's area of expertise. Also, to build respect among my scientist colleagues, my projects needed to be well designed and systematically evaluated. That is where graduate research experiences in education came to my aid.

My work in education and the sciences also helped me develop a personal network of scientists and educators at institutions in various parts of the country. I had maintained personal and professional contacts with a longtime friend at the University of Northern Colorado. Lee Shropshire had been my roommate as we both worked on graduate degrees in the Department of Geology at the University of Colorado. I also substituted for him for one summer, teaching his courses in geology and oceanography at the Greeley school while he was completing his doctoral degree. Through him I got to know other faculty in his Department of Earth Science and in the Department of Education at the university. In addition, I developed working relationships with a number of educators and scientists around the country because of my active participation in organizations such as the American Geological Institute, the National Marine Educators Association, the National Science Teachers Association, the National Association of Geology Teachers, and the American Association for the Advancement of Science.

Starting in 1988, and in cooperation with many of these colleagues, I developed a proposal to the Teacher Enhancement Division of the National Science Foundation (NSF) for a program to improve and increase instruction about the Earth systems in schools throughout the United States. The project would prepare leadership teams of teachers in Earth Systems Education. After one rejection from the NSF and subsequent revisions, the Program for Leadership in Earth Systems Education (PLESE) was funded in 1990, with the establishment of centers at Ohio State under the direction of Rosanne and at the University of

Northern Colorado under the direction of William Hoyt of the Department of Earth Science. One result of the 5-year project is the development of a philosophy for the integration of the various sciences around the concept of the Earth system as it was defined in the Earth System Science report originally brought to our attention at the 1988 conference by Payson Stevens. The development of this philosophy was the product of the experiences and thinking of the 180 teachers involved in the program, and the interdisciplinary staff we were able to assemble at the two universities.

The PLESE program was begun in May 1990, with a conference at The Ohio State University. Conference participants included all of the principals in the proposed program, including the directors, principal staff, advisory committee members, and the project evaluator. This group of 14 individuals consisted of middle school and high school teachers, scientists, and college science curriculum specialists. Its first task was to develop a set of operating principles or philosophy for the program. Starting with the 1988 conference report (Mayer & Armstrong, 1990), the group developed a set of seven understandings that were to guide the content of the program. This set of Earth Systems Education Understandings (ESEUs) was modified slightly over the 5 years of the project to ensure that it reflected correct science (see Table 2.1). In addition, the planning team developed a very simple scope and sequence chart on the nature of the Earth systems content and science methodology presented at the three instructional levels of elementary, middle, and high school (see Table 2. 2). In the chart, pluses (+) are used between items and levels. We intended that processes and concepts in the chart would be included in instruction at each of the adjacent levels (the implication of the pluses) but focused on the level at which the process or concept appears in the chart. The planning team wanted a global theme included in science curricula, for example, during the senior high school years when students would most likely be able to understand and apply the more abstract concepts and relationships of global science phenomena and changes in global physical and biological systems. However, appropriate elements of a global theme would also be included at the middle school level.

During the PLESE program, teams of three teachers representing the three instructional levels came to one of the two regional centers for a 3-week summer workshop. These were self-selected teams representing their local areas. Each team also had one college educator and one school administrator. These two individuals were brought to the regional center midway into the summer workshop for 2 days to consult with their team and to be trained by the workshop staff. Their role was to support the team in its efforts to conduct workshops in their local area and to incorporate the results of the summer workshop into their own teaching. The summer workshop focused on three major objectives:

- to update and improve the background of the teachers in global change science topics
- to identify teaching materials in global change science that they could use in integrating this subject matter into their own teaching
- to assist them in developing leadership skills and workshop presentation skills

Table 2.1 Framework for Earth Systems Education

Understanding #1: Earth is unique, a planet of rare beauty and great value.

- The beauty and value of Earth are expressed by and for people through literature and the arts.
- Human appreciation of Earth is enhanced by a better understanding of its subsystems.
- Humans manifest their appreciation of Earth through their responsible behavior and stewardship of its subsystems.

Understanding #2: Human activities, collective and individual, conscious and inadvertent, affect Earth systems.

- Earth is vulnerable and its resources are limited and susceptible to overuse or misuse.
- Continued population growth accelerates the depletion of natural resources and destruction of the environment, including other species.
- When considering the use of natural resources, humans first need to rethink their lifestyle, then reduce consumption, then reuse and recycle.
- Byproducts of industrialization pollute the air, land, and water, and the effects may be global as well as near the source.
- The better we understand Earth, the better we can manage our resources and reduce our impact on the environment worldwide.

Understanding #3: The development of scientific thinking and technology increases our ability to understand and utilize Earth and space.

- Biologists, chemists, and physicists, as well as scientists from the Earth and space science disciplines, use a variety of methods in their study of Earth systems.
- Direct observation, simple tools, and modern technology are used to create, test, and modify models and theories that represent, explain, and predict changes in the Earth system.
- Historical, descriptive, and empirical studies are important methods of learning about Earth and space.
- Scientific study may lead to technological advances.
- Regardless of sophistication, technology cannot be expected to solve all of our problems.
- The use of technology may have benefits as well as unintended side effects.

Understanding #4: The Earth system is composed of the interacting subsystems of water, rock, ice, air, and life.

- The subsystems are continuously changing through natural processes and cycles.
- Forces, motions, and energy transformations drive the interactions within and between the subsystems.
- The Sun is the major external source of energy that drives most system and subsystem interactions at or near the Earth's surface.
- Each component of the Earth system has characteristic properties, structure, and composition, which may be changed by interactions of subsystems.
- Plate tectonics is a theory that explains how internal forces and energy cause continual changes within Earth and on its surface.
- Weathering, erosion, and deposition continuously reshape the surface of Earth.
- The presence of life affects the characteristics of other systems.

Table 2.1 Continued

Understanding #5: Earth is more than 4 billion years old and its subsystems are continually evolving.

- Earth's cycles and natural processes take place over time intervals ranging from fractions of seconds to billions of years.
- Materials making up Earth have been recycled many times.
- Fossils provide the evidence that life has evolved interactively with Earth through geologic time.
- Evolution is a theory that explains how life has changed through time.

Understanding #6: Earth is a small subsystem of a solar system within the vast and ancient universe.

- All material in the universe, including living organisms, appears to be composed of the same elements and to behave according to the same physical principles.
- All bodies in space, including Earth, are influenced by forces acting throughout the solar system and the universe.
- Nine planets, including Earth, revolve around the Sun in nearly circular orbits.
- Earth is a small planet, third from the Sun in the only system of planets definitely known to exist.
- The position and motions of Earth with respect to the Sun and Moon determine seasons, climates, and tidal changes.
- The rotation of Earth on its axis determines day and night.

Understanding #7: There are many people with careers and interests that involve study of Earth's origin, processes, and evolution.

- Teachers, scientists and technicians who study Earth are employed by businesses, industries, government agencies, public and private institutions, and as independent contractors.
- Careers in the sciences that study Earth may include sample and data collection in the field and analyses and experiments in the laboratory.
- Scientists from around the world cooperate and collaborate using oral, written, and electronic means of communication.
- Some scientists and technicians who study Earth use their specialized understanding to locate resources or predict changes in Earth systems.
- Many people pursue avocations related to planet Earth processes and materials.

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The workshop also sought to change the teachers' role in the classroom by using a jigsaw approach to cooperative learning (Slavin, 1987). We focused on one of the three objectives for each of the 3 weeks of the workshop. During the first week, we brought in three scientists to work with the participants in their specialty in global change research. During the second week, participants developed a syllabus and identified teaching materials for a global change topic of their team's choice. Here they used the list of ESEUs and the scope and sequence chart for guidance. During the third week, each team developed and practiced a 2- to 3-hour workshop they would be presenting in their local area during the following year. The workshop structure is fully described in an article in the *Journal of Geological Education* (Mayer, Fortner, & Hoyt, 1995).

Table 2.2 Earth Systems Education K-12 Scope and Sequence

	Elementary		*Middle School*		*High School*
Values aesthetic stewardship	awareness expression	→	clarification expansion	→	evaluation decision making
Methods	sensing collecting classifying communicating	→	investigating predicting applying	→	experimenting modeling
Locale	home community	→	state national	→	global

Strong positive relationships were developed, during these 3 weeks, between certain of the teacher participants and the project staff. These relationships were maintained through the ensuing years by frequent contacts, including telephone calls, newsletters, collaboration on workshop presentations at regional and national meetings of the National Science Teachers Association, and receptions held at a number of these meetings. These relationships were consolidated during the final summer of the project, when 30 of the participants were invited to a "capstone" workshop at Greeley. It was at this 3-week workshop that the ideas of formulating Earth Systems Education as a philosophy for the development of integrated science curricula were consolidated and formalized. This workshop ultimately resulted in the publication of the resource guide for science curriculum integration, titled *Science Is a Study of Earth* (Mayer & Fortner, 1995).

What Are Some Examples of Successful ESE Curriculum Efforts?

Many of the teams involved in each of the summer workshops conducted in Ohio were from Ohio schools. The participation of these teachers and their subsequent leadership activities initiated cooperative efforts with Ohio State faculty members, leading to the development and implementation of ESE curriculum models for several middle and high schools in Central Ohio. Often, Rosanne, I, and other Ohio State colleagues had known these teacher leaders through working with our state science teachers' organization, the Ohio Academy of Science, through other in-service programs we had conducted, and as preservice teachers in our science teacher certification program. This work gave us credibility with the teachers. We were not perceived, as is so often the case, as college professors dabbling with science teaching at the so-called lower levels. They knew that we understood the conditions in the schools, what good science teaching was all about, and perhaps more important, that we knew them as people and respected them as professionals. In addition, we were able to obtain grants from a variety of sources to assist in curriculum change. This helped to bring the administrators to our side and in support of their teachers' efforts.

Out of the involvement of Central Ohio teachers in the PLESE project came two exemplary programs that have solidified our confidence in the Earth Systems Education approach to science curriculum development. One was a middle school program cooperatively designed and led by myself and Dan Jax, an area middle school teacher and, at the time, a candidate for the doctoral degree in science education at OSU. The other is a high school program in which a 2-year integrated science course was developed and implemented in three high schools in a suburban Columbus school system. The development of this program was initiated and guided by Ed Shay, one of my former doctoral students. Ed, a teacher in the district's high schools, and Dan were participants in the 1988 Washington conference where they first encountered the concept of Earth System Science.

Middle School Integrated Science Project. I had worked with Dan over many years, first when he was a master's student completing his credentials to teach science. During that period, I employed him on an Ohio Sea Grant instructional materials development project. Later, as he taught in a local middle school, he assisted me on research projects and as a cooperating teacher for our student teachers. As my doctoral student, he was influential in developing the PLESE program by serving on the planning team and in a supporting staff role during the summer workshops. The middle school project, funded by the Dwight D. Eisenhower Program for Mathematics and Science Education, involved teams of teachers representing 10 school districts. In general, participants included a team of at least three teachers from one school in each district, a sixth-, a seventh-, and an eighth-grade teacher. In most cases, all the science teachers in that school participated in the 2-year program. As the program progressed, each district team selected a leader who represented them in a monthly planning meeting, with Dan as the overall program coordinator and myself as a consultant.

Part of the philosophy of ESE is that true curricular change in science occurs only with full teacher leadership and participation—what we call the grassroots approach. Our major goals in the middle school program therefore were to

- facilitate the participants' use of the ESE instructional and curriculum model as a basis for developing integrated science curricula for their own schools and school districts
- assist them in planning for the implementation of redesigned curricula

After the first several months, during which the activities for each session were planned by Dan and myself, the leadership team took over that responsibility. Each in-service session was divided into periods designed to provide substantive participation by two types of teams. One was the district team; the other was formed by including all the teachers teaching at a specific grade level. While in the three grade level teams, teachers were able to discuss a broad variety of instructional resources, educational policies, and problems both common and distinct among the school districts. When in the district teams, they could discuss strategies for implementing change in their own schools and districts. Between meetings, the team leaders maintained communication between their team members and the central project staff through various means, including e-mail.

Teachers found involvement in this program highly interesting and productive. Among the 10 district teams, at least 4 have implemented their version of Earth Systems Education in their particular schools, school districts, or both.

The consensus of the group of middle school teachers was that the Earth Systems Education concept of curriculum was strongly supportive of their efforts to develop a truly integrated middle school program not only within the sciences but, by using science as a focus, also among social studies, mathematics, and the humanities curricula. Because of its interdisciplinary and global focus, ESE is highly adaptable to such multidisciplinary curricular reform efforts. Also, the incorporation of cooperative learning and hands-on instructional methods fit the emphasis on learning approaches they were attempting to implement. The grassroots curriculum change process was also appreciated and often was the principle reason leading to the successful implementation of new programs in certain of the schools and school districts.

Biological and Earth Systems Science (BESS) Program. This is another curriculum development effort in Ohio that evolved from the PLESE program (Fortner et al., 1992). It resulted in a 2-year integrated science curriculum, which replaced the traditional Earth science and biology courses offered to 9th and 10th graders in the high schools of a Central Ohio school district. It was developed by several of the district's Earth science and biology teachers under the leadership of Ed Shay following the 1988 Washington conference. It was implemented in the district's three high schools, starting in 1990. Rosanne and I assisted the teachers in obtaining federal and state grants to provide them with the time and resources to develop and implement the course. We were also able to link the teachers with various personnel and material resources at the university and in both the Ohio and the national science communities. Distinctive aspects of the BESS course of study developed by the teachers include

* Flexibility—instead of a single textbook it uses current science journals, classroom text references, augmented library resources, and CompuServe electronic databases as out-of-class resources.
* Integration of biology and Earth science topics—it uses problems, often of international scope such as global warming, to bring concepts from the several sciences into the course of study.
* Cooperative learning—students work in teams on each of the problems, using the variety of resources to collect information on the topics.
* Grassroots development—during the initial phases of course development, teachers met once a month for a full school day to plan the curriculum, develop activities, and evaluate progress.
* A focus on the seven ESE understandings in guiding course development and implementation—these are supplemented by several other themes that the teachers identified as important within their school district's instructional philosophy.
* The use of computer technology—students have full access to computers, modems, phone lines, and CompuServe and they are directed to

use these resources in their collection and development of information on assigned problems.

These themes continue to guide the development and teaching of the two-year long integrated science course as the needs of the school district and students change, as changes in state and national priorities in science occur, and as new information is developed within the sciences.

During the first several years of course development, a regional and national perspective was provided for the teachers by an advisory panel. In addition to me, the membership included Rosanne and Dr. Paul Dehart Hurd, Professor Emeritus of Stanford University. We provided a national perspective on science education reform. Also on the panel were high school teachers and administrators from seven Central Ohio school districts. They gave the local and regional view. At the same time, they learned about the BESS program and its implications for their own school systems. Dan chaired the group and was responsible for developing its report and recommendations and presenting them to the superintendent and school board. He also documented the development and implementation of the BESS for his doctoral dissertation. The final meeting of the advisory panel also included representatives of two parent groups, one of which was highly critical of the BESS program and the other which was very supportive of the program. The reports of the advisory panel's three meetings commended the BESS program as consistent with current thinking regarding the objectives of science literacy and instructional procedures. The panel reports also provided suggestions for improving the capabilities of the teachers to develop and deliver an effective course of study and to use modern assessment techniques. Some of the recommendations were implemented by the district administration. Other ideas, such as scheduling science for longer blocks of time, the district found to be administratively impossible (Jax & Mayer, 1994).

What Are Reasons for the Success or Failure of Certain ESE Efforts?

It is difficult to judge the success or failure of educational innovations. The efforts I've discussed are still in place. The development of middle school programs has been influenced, and in some cases delayed, by the publication of a set of guidelines for curriculum development by the State of Ohio Department of Education (Ohio Department of Education, 1995) and the impending implementation of a state-level examination in science. These were developed in a national climate still influenced by a Cold War mentality toward science curricula and Project 2061. Many middle school administrators were hesitant to begin curriculum revision and implementation until more was known about the content of the state-generated documents. For some schools and districts, this uncertainty has kept teachers from developing and implementing curricular change. Despite this, those teachers who have been able to implement their ESE middle school curricula have found support among administrators and parents because of the demonstrated quality of the programs and the heightened student interest in science they have engendered. These programs seem to be secure.

At the high school level, however, a much different atmosphere is present with the implementation of the BESS program. This atmosphere is the product of pressures created by a group of parents of students enrolled in the gifted and talented programs offered in the district's middle schools. Under the traditional high school curriculum, students could bypass Earth science at the ninth grade and take biology instead. Thus, they had an additional year to take advanced placement courses in science. These parents are concerned that if all students are required to complete BESS before taking additional science courses, their children might be limited in the number of advanced placement courses they could take in science. They also worry that the elimination of the traditional biology course will result in their children not obtaining a solid science background in high school, the type of background they received when they attended high school. As a result of these factors, they feel that the BESS course harms their children's chances to enroll in the best universities. They have continually argued for changes in the curriculum that would return the courses to a more traditional content and instructional format. A small but vocal element of this group will not be satisfied until the traditional courses are reinstated. The district superintendent's office continues to accede to their demands. This has gradually eroded some of the more progressive elements of the program. For example, Earth science and biology textbooks have now been purchased for all students in the program. On the other hand, changes in the course content and instructional methodology continue because of the enthusiasm of the teachers for the course and the support provided by their principals. A major reason for this, I am sure, is that the teachers have been and continue to be largely responsible for course development and the policies that guide its development and sustenance.

How Does ESE Facilitate the Objectives of Global Education?

So far, I have been discussing the ESE program and how it developed out of a longtime involvement of myself and other individuals in science and science education. How does global education, a social studies construct, fit into a science curriculum program and how does science support the objectives of global education?

How Did I Get Involved in Global Education?

To answer these questions, I need to go back a few years, to the mid-1980s. A national leader in global education, Eugene Gilliom, was a member of our social studies education faculty in the College of Education. He had enlisted my help in writing a science and technology chapter for a book on global education he coedited with a colleague on his faculty (Mayer, 1981). Subsequently, our college went through one of its very frequent restructures. For the first time, the new structure placed the science education faculty in the same unit with the social studies education faculty. In addition, we had both a department chair who provided leadership in the development of interdisciplinary programs and a dean who strongly supported global education efforts in the college. Gene

received a grant to develop materials that would assist in infusing global education into the methods courses taught in several of the secondary certification programs in our new department. With the support of our chair, he asked me to work on the science education component of the new project. My work resulted in the publication of an article in the *Science Teacher*, the secondary-level journal of the National Science Teachers Association (NSTA), which described the module I developed for our science teachers' education program, slightly modified for use in high school science teaching (Mayer, 1990). While writing the chapter for his book and in designing this module, I had discussed the tenets of global education with Gene and, at his suggestion, read a number of papers written and published by the national experts in the field. I found many of the goals of global education to also be consistent with my concept of a good science curriculum. One such goal is to promote effective communication across diverse cultures (Gilliom, 1981), which science, as a research discipline, has been doing since its beginning in the 1500s. This is when I began to develop the idea that science and the science curriculum could provide important avenues in achieving global literacy.

Later, following another reorganization of our college, I found myself in the same department once again with Gene Gilliom. In the interim between restructures, however, a new faculty member had been hired in global education, Merry Merryfield. At the time, I was a member of the International Committee of the NSTA. Merry encouraged me to draft a global education position statement and present it for acceptance by the organization. Using a social studies position statement she provided as a model, I drafted one and submitted it to the committee for approval. I found it very difficult to communicate with the committee members, who only met once a year for about 2 hours at the national convention, on how global education differed from international education. Eventually, the committee came out with a position statement on international science education. It contains little of the substance of my draft.

As Earth Systems Education was being developed as an approach to science education, I found that many of its principles were consistent with global education because ESE also deals with the world as a whole. ESE includes study of the biosphere of which the human population is an important subsystem. Global education deals with the cultural interfacing of elements within this human population. Thus, both programs share many of the same objectives. The global education article, which appeared originally in the *Science Teacher*, has accordingly been included in the packet of resource materials on ESE we make available to teachers. It encourages them to incorporate global education objectives into their science curriculum and provides examples of how to do this.

What Are the Characteristics of Science That Facilitate Global Communication?

Science provides a useful model for establishing effective communication across barriers imposed by differences in culture and language. Scientists throughout the world have a single shared subject—Earth itself—and a common method of study and communication—the procedures of science. Scientists start

with an accurate description of their observations about Earth processes and materials and then go on to develop logical arguments and interpretations based on those observations of nature. Science is a collective endeavor. Just take a look at a recent research article in *Science* magazine, published by the American Association for the Advancement of Science and one of the premier scientific journals. It is likely that the article will have several authors from different countries or at least from different cultural heritages. In addition, the article will cite the work of many others in the same or related fields of science, again often from different countries or heritages. These individuals use the mental processes of science and its language to communicate across their disparate cultural experiences and identities in solving problems or studying processes occurring in our Earth systems.

Often, a science report will challenge the previous work of those cited. Such a challenge is what keeps science *honest* even though its participants may not be. A scientist's work is always being replicated, or at least reevaluated, by others and is therefore subject to change and reinterpretation. As individuals, scientists possess all of the frailties of humans. They make mistakes. They might even misrepresent their data (lie). But, if so, they will be found out and corrective action will be taken. The result of these procedures of science, therefore, is a representation of an Earth process or material that is accurate as far as the data allow. Science is ethical and honest. It simply seeks the best representation of the natural world. Science is amoral; that is, it seeks neither right nor wrong, only the best explanation. Scientists throughout the world always check their work against the same standard, the observations they make of planet Earth. Thus, science provides an international avenue for communication across the barriers of language and culture. It seems to me, therefore, that the scientific process can provide a model for achieving dialogue among peoples of different languages and divergent cultures. Thus, global education should be a thread running through the science curriculum. Alternatively, science should be an important component of a global education program. Our future leaders and voters (today's students) must understand our interrelationships with peoples around the world and how our daily activities affect our planet and its resources (Mayer, 1990). This is a fundamental goal of global education. It also lies at the core of Earth Systems Education.

How Does Earth System Science Support Global Education?

Earth System Science, and ESE which is based on Earth System Science, supports global education because it directs science away from what has been its primary Cold War emphasis—reductionist in nature, focusing its product on the implications for technological development. Earth System Science represents a more holistic representation of the nature of science as a way of understanding the various Earth systems, including the human subsystem, and how they interact. This requires a method of science that eschews reductionism—the examination of always smaller pieces of a process or Earth material in controlled experimental conditions, with the hope of finding causality or truth. Instead, the Earth system scientist must examine large systems as they normally function in

nature, collecting observational data without interfering in those systems. It is this type of science that was practiced by Copernicus in redefining the universe, with the Sun at the center orbited by the Earth. It is the science practiced by Darwin as he formulated his theory of evolution. It is this holistic or systemic science that has most fundamentally altered our view of humankind's place in nature. Thus, instead of the belief that Western men were positioned at the center of creation, as in pre-Copernican times, and that some peoples were selectively created, as in pre-Darwinian times, we now understand that all human populations have the same origin and position in nature. We know that no culture or society is more *important* or more *special* than another (Mayer, 1991). It is also the type of science represented in the Earth System Science report that tells us about the potential impact of human intervention in the climate system upon the future habitability of our planet. Reductionist science, as so well represented by current school curricula, simply cannot inform us of such global changes in our environment, whereas Earth System Science provides global educators with a science product informative about the future of our planet.

What Acceptance Has There Been From National Leaders?

We in science education are faced with dramatic changes in the content of our curriculum and in the processes by which this content is to be communicated. National standards for science have recently been published (National Committee on Science Education Standards and Assessment, 1995). State departments of education, including Ohio's, are implementing new guidelines for science curricula and instruction. Project 2061, with the publication of *Science for All Americans* (*SFAA*) by AAAS (1989), set in motion many of these changes. To what extent have the goals of global education and ESE been represented in these efforts?

SFAA represents the recommendations of scientists, engineers, and mathematicians concerning the content and delivery of K-12 science curricula. The book includes sections on "The Nature of Science," "The Nature of Mathematics," "The Nature of Technology," "The Physical Setting," "The Living Environment," "The Human Organism," "Human Society," "The Designed World," "The Mathematical World," "Historical Perspectives," "Common Themes," "Habits of Mind," "Effective Learning and Teaching," and "Reforming Education." The section on the physical world defines the traditional content of Earth science along with that of physics and chemistry. It says little about a systems approach to understanding Earth. In an earlier chapter regarding science methodology, however, there is a very fair and equitable treatment of reductionist and systemic or holistic science processes. In addition, systems and change are two of the six concepts discussed in the section, "Common Themes." These are themes that run throughout the ESE approach to content presentation.

It is the section titled "Human Society" that is most supportive of global education. It includes subsections on "Cultural Effects on Behavior," "Group Organization and Behavior," "Social Change," "Social Trade-Offs," "Forms of Political and Economic Organization," "Social Conflict," and "Worldwide Social Systems." It is in the latter subsection where the various relationships between human societies are discussed in technological and economic terms (pp. 102-104).

This particular section, and the implications it seems to have for including social constructs within the science curriculum, has been highly criticized by social studies educators and some highly influential national science education leaders. As a result, it will probably be the least used section of the document in redefining science curricula, if indeed it is referred to at all by science educators and science teachers. *SFAA* has now been translated into benchmarks for different grade levels for use by teachers constructing curricula (AAAS, 1993). Following are examples of benchmarks related to global education selected from the subsection titled "Worldwide Social Systems" (AAAS, 1993, pp. 175-178):

Grades 3 through 5

- Many of the things people eat and wear come from other countries, and people in those countries use things from this country. Trade occurs between nations, between different people, and between regions in the same nation. Decisions made in one country about what is produced there may have an effect on other countries.

Grades 6 through 8

- The purpose of treaties being negotiated directly between individual countries or by international organizations is to bring about cooperation among countries.
- Scientists are linked to other scientists worldwide both personally and through international scientific organizations.
- The global environment is affected by national policies and practices relating to energy use, waste disposal, ecological management, manufacturing, and population.

Grades 9 through 12

- Because of increasing international trade, the domestic products of any country may be made up in part by parts made in other countries. The international trade picture is often complicated by political motivations, taking priority over economic ones.
- The growing interdependence of world social, economic, and ecological systems does not always bring greater worldwide stability and often increases the costs of conflict.

From these examples, it can be seen that Project 2061, the group that developed *SFAA* and the *Benchmarks for Scientific Literacy*, has included components that are supportive of including aspects of global education in science teaching. Many critics of *SFAA* from the science education community, however, see little relevance for a science curriculum with benchmarks such as these, with the possible exception of the one dealing with scientists around the world.

Are National Standards for Science Education Consistent With ESE and Global Education Objectives?

The national science standards recently published by the National Research Council of the National Academy of Science provide sets of standards for

* Science Teaching
* Professional Development of Science Teachers
* Assessment in Science Education
* Science Content
* Science Education Program
* Science Education System

Although the development of the national standards was an effort independent from Project 2061 and its benchmarks, there are many similarities in the basic philosophy inherent in the final products of the two efforts. These similarities are evidence of broadscale agreement among science educators and scientists regarding the desired content of the nation's science curricula. The science content standards are the ones that have attracted most attention within the science education community. They are the most extensively developed of the six types of standards. They would have the most direct significance for global education and Earth Systems Education. There are seven different sets within content standards, including standards in life science, physical science, and Earth and space science. It is of major import that, for the first time in my professional experience, a prestigious national group has recognized the importance of including content from the Earth sciences in the education of every citizen. As can be seen in Table 2.3, the Earth and space science standards are highly supportive of an Earth system thrust for developing the content of a science curriculum. In Earth Systems Education, we encourage teachers to use these Earth and space science standards as a framework or core for developing their entire science curriculum by relating each standard from the other six content categories to the appropriate Earth and space science standards (Mayer & Fortner, 1995).

The science content standards also include a set titled "Science in Personal and Social Perspectives." These standards, listed in Table 2.4, relate to global environmental and resource questions and therefore further support the science content perspectives of Earth Systems Education. They say very little, however, about global education. Only in the Level 9-12 standards is there even a mention of "global challenges." In expanding the last standard in the figure, the authors of the document provide five points. The following is the only one that mentions a global perspective:

> Understanding basic concepts and principles of science and technology should precede active debate about the economics, policies, politics, and ethics of various science- and technology-related challenges. But, understanding science alone will not resolve local, national, or global challenges.

This is the only reference in the content standards that can even remotely be connected to global education. Therefore, although the national standards are strongly supportive of Earth Systems Education, they do not support elements in Earth Systems Education that are closely related to global education. Thus, they take an even more conservative stance on global education than do Project 2061 and its *Benchmarks for Science Literacy*.

Table 2.3 National Standards in Earth and Space Science

Levels K-4	*Levels 5-8*	*Levels 9-12*
Properties of Earth materials	Structures of the Earth system	Energy in the Earth system
Objects in the sky	Earth's history	Geochemical cycles
	Earth in the solar system	The origin and evolution of the Earth system
		The origin and evolution of the universe

We find, therefore, that in science education at the national level, there is attention paid to the broad nature of science and representation of both reductionist and holistic or system science approaches. Also, the content of Earth science is represented. Especially important in this respect are the national standards that have taken an Earth System Science perspective. Neither the standards, however, nor *SFAA* and the *Benchmarks*, apart from its highly criticized section on human systems, includes a significant understanding of the role of global education. This is an area where much effort is needed to keep science educators from missing the boat in the new post-Cold War era by failing to provide a curriculum that will help learners face the challenges of cross-cultural and cross-national issues we all encounter as inhabitants of one Earth, interconnected within its several systems.

How Do We Prepare Science Teachers for a Global Culture?

How Does Our Holmes Program Prepare Preservice Teachers in ESE?

One of our college's former deans was a principal in the founding and development of the Holmes Group, which includes representatives of Colleges of Education from the major research universities of many of the states. The Holmes Group proposed that teacher certification should be a graduate program at their universities. Through the influence of the dean and the university president at the time, our faculty committed to the implementation of Holmes programs for all our teacher certification areas. One of the fundamental aspects of Holmes programs is a focus on practical experiences in exemplary schools, known as Professional Development Sites (PDSs). In the Holmes context, these must be schools where there is active curriculum development occurring, innovative teaching practices are being used, and exemplary teachers are serving as models for precertification students. These are all characteristics of the BESS program. Because I was responsible for certain aspects of our science teacher certification program, I was able to involve most of our biological education and Earth science education students in BESS. Consequently, it evolved into one of two PDSs at Ohio State for secondary science. In addition to myself as the site coordinator, Mark Maley, a clinical educator was selected by the college. Mark is an experienced science teacher who was highly involved in the development of

Table 2.4 Standards for Science in Personal and Social Perspectives

Levels K-4	*Levels 5-8*	*Levels 9-12*
Personal health characteristics and changes in populations	Personal health Populations, resources, and environments	Personal and community health Population growth
Types of resources	Natural hazards	Natural resources
Changes in environments	Risks and benefits	Environmental quality
Science and technology in local challenges	Science and technology in society	Natural and human-induced hazards Science and technology in local, national, and global challenges

the BESS program. He was released from 40% of his teaching responsibilities to work with our students in the development and implementation of the PDS program.

Students enrolled in our Holmes model program for secondary science teacher certification start their experiences and courses during the summer quarter. They enroll in two campus-centered courses, one a learning theory course and the other a general science teaching methods course. In the mornings, they participate in teaching observations and experiences in several Columbus City Schools that offer summer programs. These experiences are often a challenge because most students enrolled in summer high school programs are repeating courses they failed during the regular academic year. Our BESS-PDS program began during our students' second quarter in our program, the autumn quarter. They were assigned in teams of two to an experienced BESS teacher and his or her science classes during the mornings every day for 5 weeks of the 10-week quarter. During this time, they were responsible for participating as members of an instructional development and implementation team under the leadership of the BESS teacher. They assisted the teacher in identifying and developing instructional materials for the program and they were also required to team teach at least one of the teacher's classes. They also observed and assisted other BESS teachers. At midquarter, our precertification students participating in the BESS program switched to one of the middle schools where an Earth Systems Education curriculum was under development. They were replaced in the BESS program by a new team, one that had been in a middle school for the first 5 weeks of the quarter.

In the afternoons, Mark, our clinical educator, participated in developing and teaching the science methods course held on the Ohio State campus. This course enrolled not only the biological science and Earth science students participating in the BESS-PDS but also physics and chemistry students. The course activities and content were structured to provide students with an example of interdisciplinary science and to assist them in developing units for an interdisciplinary course. The methods component used a cooperative learning structure in which Mark and university faculty and staff cooperated in planning and

providing experiences that helped our students develop a broad knowledge of science curriculum, activities, field experiences, and the laws, rules, and regulations related to science teaching. We were also able to help our students develop instructional units and activities for BESS and for middle school Earth Systems Education programs. Mark's participation in this methods course was especially effective because he brought a reality of insights based on his classroom experiences and his observations of our students as they participated in the classes in his school.

After completing the autumn quarter component of the Holmes program, our students are required to student teach full-time for one quarter (11 to 12 weeks). Those who had participated in the BESS-PDS program were eligible to student teach BESS classes. Based on their preferences and their performance during the BESS experience, candidates were selected and assigned to BESS teachers during either the winter or spring quarter. Their student teaching experiences were supervised by Mark, who was always present in the school. Thus, he could work with the student and the student's coordinating teacher as a situation needing attention arose. He was able to develop excellent rapport with our students, partly because of his personality and professional attitude and competence but also because they knew him from the autumn quarter. I would meet with Mark at least once a week to chart the progress of our students. At his request, I might also visit students and coordinating teachers.

As the BESS-PDS program was being developed, we placed students with each of the BESS teachers. This proved to be an excellent experience for our students. They were able to participate in the development of a course that incorporated many of the recommendations by experts in the field of science education. They helped implement them with the teachers' students and could therefore see the effects of these recommendations demonstrated in the classroom. Working with the classes also made them aware of the politics of implementing a revolutionary new science program. Often, the opposition of a small group of parents to the program was the major topic for discussion among the BESS teachers the morning following an open house or other parent program or meeting. The preservice teachers also participated in parent/teacher conferences. Here, the authentic methods of assessment and evaluation being used in the BESS program were often a subject of concern on the part of a parent or his or her child. Evaluations of the BESS-PDS program indicated that it was remarkably effective. It was received enthusiastically by students, university staff, and the cooperating science teachers.

To become certified for teaching science in Ohio, a student must also complete a significant number of courses in science. Students entering our Holmes program already have a bachelor's degree in a science area, many from a university other than Ohio State. We expect that they have a background similar to that which would be taken by students enrolling at Ohio State as freshmen and continuing through the Holmes program following their graduation. There has been significant progress at Ohio State in creating courses with an Earth systems focus. Ellen Mosely-Thompson, of the Department of Geography, participates in a national program involving some 22 universities developing course sequences in Earth System Science. Three undergraduate courses have been developed by

Thompson and colleagues in Geography and the Department of Geological Sciences. Two are freshman courses for the general studies student. The third is a senior-level course that is now recommended for our preservice science teachers. It focuses on global climate change. The laboratory for the course is based on an instructional version of a global climate change computer model titled Stella II. We require future Earth science teachers to take 50 quarter hours spread across chemistry, physics, biology, oceanography, hydrology, astronomy, geology, and meteorology. The senior-level Earth Systems Science course serves to draw together elements of many of these science courses in the context of the Earth climate system and its disruption by human activities.

How Are In-Service Teachers Prepared in Earth Systems Education?

It's been my observation that few teachers have experienced an interdisciplinary approach to science. Even fewer have learned any science through cooperative learning. Several of us at Ohio State therefore felt that, to assist in-service teachers in understanding Earth Systems Education, we needed to develop regular course offerings especially designed for teachers. Such courses would also need to be supplemented by others offered in the so-called content departments of the university. Several such courses are now being implemented at Ohio State.

The College of Education and the School of Natural Resources jointly developed two Earth Systems Education courses. Both use a jigsaw form of cooperative learning in structuring the learning experiences, and portfolios for use in assessment of student learning. They also use the seven ESE understandings as a basic framework for selection and organization of course content. One course focuses on a small subsystem of the Earth system, Lake Erie, which lies across an international boundary. The course centers on environmental processes and problems within the Lake Erie system, most of which have an international context. As a result, teachers become acquainted with differing perceptions reflected by the national priorities and interests of two countries. The course has been developed with support from the Lake Erie Protection Fund and the Ohio Sea Grant Education Program and with the assistance of educators from the University of Toledo and Kent State University, where it is also offered to in-service teachers. The course uses activities developed over a number of years by teachers and university staff working with the Ohio Sea Grant Program (Mayer & Fortner, 1987). We have developed another course with similar structure on the topic of global change. This is the course that deals most specifically with global education objectives and themes, because it focuses on global environmental problems and the causes of these problems, including political, economic, and cultural. It uses teaching materials developed with a grant from the National Science Foundation, supplemented with some Ohio Sea Grant instructional materials (Mayer, Fortner, Jax, & Murphy, 1993). Currently, each course is offered at least once a year at Ohio State, through the School of Natural Resources. The Lake Erie course is also offered at least once a year at the University of Toledo and Kent State.

Several other courses that support our efforts in Earth Systems Education and global education are available at Ohio State. Merry Merryfield teaches several courses in global education. In-service teachers working on graduate degrees in science education invariably take at least one of those courses as a component of their graduate programs. Across campus, in the Department of Geography, Ellen Mosely-Thomson teaches courses and seminars in global change that are also included in our graduate programs. She is a nationally recognized researcher in the use of data from ice cores to study global climate change. She correlates such evidence from ice cores obtained from glaciers around the world. Our in-service teachers have found her courses to be fascinating and informative. Another seminar, under development by Garry McKenzie in the Department of Geological Sciences, focuses on the effect of human populations on the Earth system. This course has also been developed specifically for in-service teachers.

How Have We Prepared Future Teacher Educators for Earth Systems Education?

Our doctoral program enrolls a number of new science educators each year who we hope will become the next generation of science education leaders. They are required to enroll in a seminar during the autumn quarter that is designed to acquaint them with current issues in science education, our science education program, and science education projects currently on our campus. This is followed by two quarters of a required research and evaluation practicum, in which the students are expected to work as a team under the mentorship of a faculty member engaged in educational research or development. Two or three of our doctoral students per quarter have elected to take a version of this practicum in Earth Systems Education. These teams of students have designed and implemented an evaluation of various phases of the BESS program, the PDS program, and several in-service programs in Earth Systems Education. Through the evaluation process, they learn about Earth Systems Education, how it is being implemented in the schools, and its successes and problems. Each team reports the results of its evaluation efforts at seminars attended by other graduate students and faculty in science and science education. Through this mechanism, knowledge of the ESE program is disseminated throughout the university science education community. Our doctoral students have also presented the results of their research and evaluation practica at meetings of the Association of Teacher Educators and the National Association for Research in Science Teaching, informing national audiences of the various components of the ESE program.

What Are Some Problems Inherent in Establishing Such Programs at the University Level?

Universities often seem to be collections of individual empires (faculty members), each focused on its own objectives in research and the instruction that supports its research. As a result, faculty interests tend to be rather narrow and

often in conflict for scarce resources and students. This can make cooperative efforts difficult and, at best, slow to materialize. It is fortunate that at Ohio State we have several outstanding professors in Natural Resources, Geological Sciences, and Geography who have been eager to cooperate with those of us in science education interested in implementing change. We find, however, that when a key person leaves the institution, his or her program often vanishes. The longevity for new programs and new ideas is not promising in many universities. Already, with another reorganization of the College of Education underway and my retirement, precertification elements of our Earth Systems Education program within the college have been neglected. Fortunately, the in-service programs are strongly supported by the School of Natural Resources and will continue to be offered and improved through that unit by Rosanne Fortner. The Earth System Science courses in the Departments of Geological Sciences and Geography are also strongly supported by their faculty. Accordingly, Earth System Science and Earth Systems Education remain on solid footing within the university, if not within the College of Education. Global education courses and initiatives seem well supported within the College of Education by a young and very strong faculty.

What Is the Future of ESE as a Globally Oriented Science Education Program?

It has been my opinion and that of most of those faculty and teachers who have struggled so hard to develop Earth Systems Education that, with the end of the Cold War, we must refocus the objectives of our science programs and broaden their content and goals to more adequately represent a global perspective. Thus, there are many elements that global education and an updated science education hold in common. It has been our effort to develop a new basis for science education that combines appropriate elements from both. We believe this is the global science education program of the future. There are other forces operative at both the national and international levels that indicate we may not be alone in this attempt. The National Science Education Standards take an Earth systems thrust in the Earth and space science component and a global environmental problem thrust in another component. The *SFAA* and the *Benchmarks for Science Literacy* contain elements of global education and are also supportive of the systems science component of ESE. Here in Ohio, these national trends are reflected in Ohio's Model Competency-Based Programs for science. These are the guidelines suggested by the Ohio Department of Education for the development of science curricula in the state's school districts. The overall conceptual themes outlined in this report are "Earth/Space Systems," "Living Systems," and "Physical Systems." The major thematic goals incorporated into the report focus on systems and models to represent systems and their interactions (Ohio Department of Education, 1995). This indicates some recognition not only of what is happening on the national level in the reinterpretation of science curricula but also what is deemed important for science students of the future.

There also seems to be a disposition developing in Washington toward steering the national science effort away from a research agenda developed during the Cold War, with its emphasis on a science and technology for developing systems of destruction and systems that promote economic competition. Countering this, however, are recent political events that cast some doubt on the continuance of this trend, especially a congressional retreat from not only environmental policies developed with much difficulty over the past 20 years but also the support of research that addresses environmental concerns. Against this threatened national retreat from a strong pro-environmental ethic, however, are international developments that seem to indicate that other governments, especially those of nations that depend heavily on fishing in support of their national diet, will work to develop more effective international environmental controls and the science that supports them—at least for the protection of this one industry. A recent article in *National Geographic,* titled "Diminishing Returns, Exploiting the Ocean's Bounty," points out the rapid depletion of ocean fish stocks and the concerns that nations such as Japan have for more effective international controls to protect the breeding stock of these international resources (Parfit, 1995).

There are powerful forces operating against significant change in science programs. Of most concern is the built-in conservatism of the science establishment, now dominated by the physics community. This has a narrowing effect on the nature of the science curriculum and a depressing influence on broadening the perspective to a more global viewpoint on the nature of science. Parents and therefore school administrators also resist change in school curricula. It is difficult for educators to communicate the importance of change for the future with parental groups who were satisfied with their own education. This is particularly a problem in religiously conservative regions of the country, where many parents resent the teaching of concepts such as organic evolution or the great age of the universe. These same parental groups also seem to resist infusing a more global and environmental perspective into social studies and science curricula.

In the long run, however, with an increasing understanding at the national and international levels of the developing crisis in global climate change, the reduction of species diversity, the futility of all types of war—whether with guns or dollars—there will be a strong movement toward the type of science education philosophy and curriculum represented by Earth Systems Education. For example, I have been asked to spend time in Japan, working with scholars there on the development of science literacy ideas and materials. I am also a coconvener of the Second International Conference on Geoscience Education. Its theme is *Learning about the Earth as a System.* We have also been asked to make presentations on Earth Systems Education at national and international forums. Recently, we worked with a group of teachers from Korea in a 5-week workshop focused on Earth Systems Education, supported by the Korean Ministry of Education. All of this seems to represent a developing perspective, especially in the international arena, of the need to modernize the science curriculum to provide a global perspective on science and its use by nations around the world.

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3

Teachers' Perspectives on School/University Collaboration in Global Education

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Developing School/University Collaboration in Global Education
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Suggestions for Teacher Educators

Relationships between many teachers and professors in central Ohio were strained at best when seven high school teachers and a university professor at Ohio State (OSU) sat down together in 1991 to discuss ways to improve the preparation of preservice teachers in global education. There was a history of professional teachers accusing university people of not knowing the *real world* of the public school classrooms. University professors had expressed frustrations

over the schools' resistance to change and teachers' lack of interest in innovative teaching methods and current scholarship. Student teachers often found themselves in the middle of an ideological tug-of-war between what their cooperating teachers and their OSU supervisors perceived as *good teaching*. However, there was a group of teachers and professors who agreed that they needed to work together if the preparation of preservice teachers in global education was to be improved.

This chapter was developed from the shared experiences and reflections of teachers in nine schools in six school districts in Central Ohio who have worked with professors and supervisors over the past 5 years in the OSU Professional Development School (PDS) Network in Social Studies and Global Education. Written by three teachers, this chapter has three goals: First, we provide a background of the development of our collaboration in a globally oriented PDS Network. Second, we reflect upon what we have learned about the power of a school/university learning community in the preparation of preservice teachers in global education, and we provide some examples and illustrations of our approaches. Third, we make some suggestions for teacher educators who may be interested in developing their own partnerships in global education.

Let us introduce ourselves. Jim Norris, one of the founding members of our PDS Network, is department chair and social studies teacher at Linden McKinley High School, Columbus Public Schools, Columbus, Ohio. Linden McKinley provides considerable diversity for our preservice teachers because it is an English as a second language (ESL) magnet for high school students in Columbus. Jim began his international experiences as a American Field Service (AFS) high school exchange student to Finland in 1966. In other professional work, Jim has served as Central Ohio Representative and Legislative Liaison for the Ohio Council for the Social Studies and has developed courses of study in world area studies and K-12 global education for his district.

Tim Dove, who joined the PDS Network in 1993, teaches social studies as part of an interdisciplinary seventh-grade team at McCord Middle School in the Worthington School District, Worthington, Ohio. Interested in civil rights issues since he was 12, Tim continues to work for equity and justice through the development and teaching of curriculum that questions past and present practices. Tim was an AFS high school exchange student to Paraguay in 1975 and has worked with seventh- to ninth-grade students in providing international study programs.

Dawn Shinew is currently Graduate Research Assistant at the Mershon Center at The Ohio State University, where she works with the Education for Democracy Project, a cross-cultural project with Polish educators in civic education. Dawn taught social studies in Los Angeles for Duarte Unified School District for 6 years and provided in-service workshops for teachers on multicultural education. She has lived and worked in England and Sweden. In 1994-1995, Dawn supervised student teachers in our PDS and worked with Tim in a research project on school/university collaboration in global education. Together, the three of us bring 44 years of teaching and a wide variety of cross-cultural and international experiences to our work with preservice teachers.

Developing School/University Collaboration in Global Education

A constantly changing world requires a continual reexamination of what we teach. Whether our students will live most of their lives within a 50-mile radius of Columbus or find themselves constantly moving and changing careers, their lives will be inexorably linked to other parts of the world through economic, political, technological, ecological, and cultural connections (Kniep, 1986). Today's students must understand these global connections and consider the interdependence of their own decision-making processes in the local community with the decisions and alternative futures of others around the world (Alger & Harf, 1986; Anderson, 1990). Young people must develop perspective consciousness and cross-cultural competence so that they are able to work effectively and manage conflict with people who are different from themselves (Hanvey, 1975; Merryfield & Remy, 1995). However, before students in the classroom can develop these understandings, their teachers must appreciate the challenges of an interdependent world and acquire global knowledge and skills. Whether they will teach in rural, urban, or suburban communities, preservice teachers must be able to prepare young people to participate effectively in the increasing cultural diversity and global interconnectedness of the late 20th century. Teacher educators need to work with professional teachers to reform teacher education so that it might more effectively prepare beginning teachers to become global educators (Merryfield, 1995). How does a teacher educator go about working with classroom teachers in global education?

Getting Started

Our PDS Network developed from a professor's relationships with several globally oriented teachers during a time when she was growing increasingly concerned about her program's preparation of preservice teachers. In October 1991, Merry Merryfield, a professor in social studies and global education at Ohio State, invited Keith Bossard (Columbus Alternative High School, Columbus Schools), Sue Chase (Hilliard High School, Hilliard Schools), Shirley Hoover (Upper Arlington High School, Upper Arlington Schools), Jim Norris (described above), Bob Rayburn (Eastland Career Center, Eastland Vocational School District), Steve Shapiro (Reynoldsburg High School, Reynoldsburg Schools), and Barbara Wainer (Independence High School, Columbus Schools) to a meeting at her home to discuss how the preparation of preservice teachers in her program could be improved. Asking us to serve as an advisory board, Merry noted that she had come to believe she could not improve the program without the help of experienced teachers who were accomplished in global education. Because we knew her through her work in the schools, a research project on global teaching, and courses some of us had taken with her, most of us felt comfortable sharing our frustrations about what we perceived as the lack of preparation of preservice teachers for student teaching in our schools.

By the spring of 1992, we had moved beyond discussions and "advising." Deciding that drastic reform was needed in how teachers were prepared, we

became full partners with Merry in bringing about real changes in the content of methods courses and field experiences. Working together, the eight of us set aside Merry's methods course and developed a new field-based course that we decided, with Merry's encouragement, to teach as a team. Through a series of brainstorming sessions and a work-to-consensus style of group decision making, we developed a list of competencies and overall goals that we agreed characterize good teaching in social studies and global education. (See Table 3.1 for the goals and outcomes we developed for our preservice teachers.) We discovered that our different school settings and styles of teaching did not stop us from having similar educational goals and beliefs about good teaching and global education. Although the focus of initial conversations centered around preservice teachers, we also found that we could not separate our vision of excellence in beginning teachers from the professional concerns we had for ourselves and our in-service colleagues.

Integrating Field Experiences and Methods Seminars

From our goals, we began to think about areas of expertise that we would now take responsibility for teaching in the course: multicultural and global perspectives, higher-level thinking skills, cooperative learning, authentic assessment, technology, questioning techniques, independent research projects, and so forth. We decided that the preservice teachers needed to work with us in our classes and begin to teach our students as they were learning methods and developing lessons. One of the problems of Merry's course had been that the preservice teachers developed lesson plans to meet course requirements instead of teaching them to actual middle or high school students. We wanted authentic learning, where the preservice teachers would be applying all the content of methods seminars and readings to the real world of schools. We also wanted to ground them in the lives of our students and decided they should stay in the same schools for methods courses and student teaching. Most of OSU's preservice teachers with whom we work are white males from rural Ohio who have little knowledge or experience with cultural diversity or global education before they enter the OSU program. We tacitly knew that two academic quarters (over a period of 6 months) of working daily with us and our classes would help the preservice teachers learn much more about the cultures of our students, our school and community, administrative requirements, and expectations of the other professional teachers who would become their colleagues. We also assumed that these experiences would help build their classroom management skills and confidence.

As we continued to craft our methods course, a new language emerged. We decided to call the university students *preservice teachers* instead of students or interns. We wanted them to think of themselves as beginning teachers, not university students. We began to use the term *field professor* to describe our new roles as teacher educators who would be teaching the methods class on campus and supervising and mentoring the preservice teachers in our schools for Ohio State.

Deciding on Readings in Global Education

We selected readings to complement the seminars and fieldwork. We chose Robert Hanvey's *An Attainable Global Perspective* (1975), Willard Kniep's "Defining Global Education by Its Content" (1986), the *NCSS Position Statement on Global Education* (National Council for the Social Studies, 1982), and Christine Bennett's (1995 is the latest edition) *Comprehensive Multicultural Education: Theory and Practice*. We decided to make available a wide variety of specialized publications on global education for secondary social studies published by the Mershon Center, The Stanford Program on Intercultural Education (SPICE), the American Forum, and some other organizations. All of us were willing to share our professional libraries and instructional resources that support global education with our preservice teachers to help in their lesson planning and understanding of the world.

Developing Assessments

As we taught methods and worked with the preservice teachers in our schools during autumn quarter 1992 and winter 1993, we purposefully developed congruence between the requirements of the methods course with immediate classroom responsibilities and the student teaching experiences that would follow. Global education was taught in seminars and readings, modeled by the field professors in our classroom teaching, and assessed in reflective journals, lesson plans, portfolios, and their teaching of our students. Assignments were developed based on the assumption that learning is most effective when the content is relevant to the learner. The preservice teachers wrote reflective journals to synthesize their readings, the methods seminars, and their experiences in the schools. They were also required to develop and present case studies based on their field experiences, as in *The Intern Teacher Casebook* (Shulman & Colbert, 1979). In addition, throughout the methods course and student teaching, the preservice teachers developed portfolios to demonstrate and document their evaluation of their own progress in relation to the goals we had developed. The portfolios also serve as a way for the preservice teachers to document their professional growth to potential employers.

One accomplishment in our work from 1993 through 1996 has been our development and field-testing of several assessment tools and rubrics so that the nine field professors are evaluating our preservice teachers in social studies and global education using the same criteria. For example, we assess all of our preservice teachers on their ability to teach perspective consciousness and multiple perspectives. We have developed some assessment tools to meet the needs of individual school cultures and contexts, because we have found such flexibility helps our preservice teachers better meet the needs of their students.

Improving the Program Since 1992

Our Professional Development School Network in Social Studies and Global Education has grown and changed each year since our first team-taught

Table 3.1 Goals and Expected Outcomes for Preservice Teachers

At the end of the course, the preservice teachers will have demonstrated progress in:

A. Knowledge and skills in the basics of instructional planning, including
   1. planning for a specific course of study (e.g., Global History, World Cultures), through developing a plan for specific time periods including long-term (a term or semester) and short-term (a mini-unit or daily lesson plan)
   2. infusing global and multicultural perspectives into instruction
   3. dealing effectively with controversial issues in the curriculum and as they emerge in the classroom
   4. finding and using instructional materials and resources in the school, community, nation, and world
   5. using the K-12 scope and sequence of knowledge, skills, and attitudes/values

B. The use of a variety of instructional methods that encourage active learning, meet the different learning styles of students, and are congruent with content and educational goals

   The preservice teacher has demonstrated the ability to use a variety of teaching strategies in each of these areas:
   6. having students *actively find information* (from readings, A-V, statistics, library research, electronic databases such as CompuServe, interviews in the school or community, etc.)
   7. having students *process information* (categorize, chart, clarify, draw conclusions from, analyze, synthesize, evaluate, etc.)
   8. having students *use information* (to solve problems, make decisions, analyze values, teach others, relate/apply information to new situations, etc.)
   9. having students *examine global and multiple perspectives*
   10. *leading a discussion to get students to think* about and articulate what they are learning (from readings, guest speakers, videos, news, etc.)
   11. *having students evaluate the merit and worth of information* (its source/time frame/geographic reference, point of view of author, possible bias, unstated assumptions, etc.)

   The preservice teacher has demonstrated:
   12. selecting teaching strategies to fit social studies and global education content and student needs
   13. using a variety of assessment strategies to meet student and content needs
   14. being flexible in modifying lesson plans so that the structure and pacing of the lesson and transition from one activity to another meet the needs of the students
   15. keeping students actively involved in learning throughout each lesson

C. Awareness and support of their students as individuals and as learners

   The preservice teacher has demonstrated:
   16. building rapport with and respect from every student
   17. learning about each student's knowledge base, background, abilities, and interests
   18. making a concerted effort to see that every student learns

Table 3.1 Continued

D. Questioning techniques that build higher-level thinking skills

The preservice teacher has demonstrated:

19. asking questions that require students to go beyond recall of knowledge and comprehension to the application, analysis, synthesis, and evaluation of content, and include motivating (questions that create interest and connections) and divergent questions (open-ended questions that foster creative thinking)
20. leading a discussion effectively
21. being aware of problems of bias (gender, race, ethnicity, religion, language, national origin, physical appearance or seating, disability) in managing class discussions

E. Progress in reflecting on and improving their own teaching and learning as a professional educator

The preservice teacher has demonstrated:

22. reflecting upon and continually improving his or her teaching and learning
23. articulating his or her own teaching style, including choices in such decisions as management and organization, discipline, expectations, extracurricular activities, and different roles with students, parents, colleagues, administrators
24. development as a professional teacher (for example, demonstrating integrity and ethics, taking all responsibilities seriously, demonstrating a positive attitude toward students and teaching, demonstrating continued learning, being involved in the community and professional organizations)

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methods course during autumn quarter 1992. When we added two middle schools to our network in 1993, Tim Dove became a field professor at McCord Middle School and Dave Fisher became one at Hilliard Weaver Middle School, Hilliard, Ohio. We now have 9 field professors and make decisions and teach as a team of 10. We have also moved all our PDS work off-campus and into our schools. Holding the seminars in our own schools (we take turns depending on who is leading the seminar) gives us opportunities to bring in colleagues or our interdisciplinary teams (5 of the field professors team-teach with colleagues in English, art, science or math) and share resources in our schools (computer labs, media). Occasionally, we even have our middle or high school students enriching the seminars with their perspectives, such as a session with Steve where his 10th graders compared their experiences with conventional and authentic assessment in World Connections, an interdisciplinary global education program that integrates math, science, language arts, and social studies (for more on World Connections, see Levak, Merryfield, & Wilson, 1993).

In 1993, we also brought together two 4-credit-hour methods courses and added additional field experience requirements so that we now teach a 10-credit-hour PDS methods block to preservice teachers as a prelude to their student teaching in our schools. In the PDS methods block, our preservice teachers work

with their field professors' classes for 3 hours every day and attend our team-taught seminars on Tuesdays and Thursdays from 4:00 to 6:00. Unlike with the previous program that the PDS methods block replaced, our preservice teachers begin to teach our middle or high school students during the first week of methods so that they can immediately put into practice what they are learning through the seminars and readings.

Because diversity and multiple perspectives are two of our major themes, each preservice teacher also spends an additional 6 clock hours each week with a field professor in a school that differs significantly from his or her primary site. For example, preservice teacher Joe[1] may have Tim's suburban middle school as his primary site, where he works 3 hours every day. On Mondays and Wednesdays, he also spends 3 hours with Bob at Eastland Career Center because he has an interest in the computer technologies and multimedia that characterize Bob's work. Tim's other preservice teachers (each field professor has three preservice teachers as his or her primary responsibility), Megan and Lou work with Jim for 6 hours each week because they want experiences with students who are new immigrants, and Jim's school has a large number of students from other parts of the world. One of the strengths of our PDS Network is that we have urban and suburban sites, middle and high schools, a regional vocational center, two high schools that are members of the Coalition of Essential Schools, and an urban alternative high school. Through our restructuring of PDS methods and student teaching, our preservice teachers now have an intensive 6-month experience in learning to teach global perspectives in our schools.

Preparing Preservice Teachers in Global Education

What difference can it make for preservice teachers when classroom teachers and university professors collaborate in a PDS Network in global education? In our work together, we find that we have learned to (a) bring together theory and practice in global education; (b) appreciate the power of reflective practice in thinking about, talking about, and questioning what we do as teachers and learners in global perspectives; and (c) benefit from the multiplier effects of collaboration in global education that bring about wider networks and increased understanding of the nature of global education in our teaching and in our lives. We discuss each of these below with some illustrations from our work with preservice teachers.

Bringing Together Theory and Practice

When we began our work together, conventional wisdom in many schools said that the university's program was "too theoretical," but some university professors perceived classroom teachers as "only interested in materials they can use on Monday." Our preservice teachers often remarked that the ideas they learned about in methods (particularly reflective inquiry and global education) were laughed at or ignored in the schools by teachers who saw them as controversial, impractical, or irrelevant. However, much of the theory of global educa-

tion—particularly the constructs of perspective consciousness, multiple realities, local/global interconnectedness, global perspectives, cross-cultural understanding, and experiential learning—was very much valued by those of us who became field professors. (See Table 3.2 for our framework of global education.) Merry originally asked us to work with her *because* she knew we actually teach student-centered global education.

Once we took charge of teaching the methods course, we integrated our global education expertise into all the seminars so there was congruence between the ideas of the assigned readings, the biweekly seminars, and the actual middle and high school teaching of global education that the preservice teachers became a part of in our classrooms. Whether we are teaching the preservice teachers approaches to cooperative learning, student research, or higher-level thinking skills, we demonstrate the theory and practice of global education. For example, Shirley and Keith teach a seminar on integrating community resources and service learning. They discuss experiential learning and share illustrations of their students' work with many international organizations and people within Ohio and the world community. During the same month, our preservice teachers are working with Steve as he brings South Africans into Reynoldsburg High School to act as consultants for his 10th graders' exhibition on conflict resolution. They also work with Bob as he develops local-global projects on the Internet at Eastland Career Center and with Tim, whose students are working on a research project in the community with parents from Japan, Eritrea, and India. Shirley and Keith's *theory* of cross-cultural experiential learning is supported by the *practice* of Steve, Bob, and Tim.

From their first week of the PDS methods, the preservice teachers are expected to apply the theory and practice of global education to their development of lesson plans and actual work with our students. Although their efforts are tentative at first, they are continuously assessed on their ability to teach with a global perspective. And they have us, their field professors, helping them every step of the way. We believe we have brought theory and practice together in such a way that our preservice teachers do actually become global educators through their 6 months in our schools.

Appreciating the Power of Reflective Practice

One of the most fundamental tenets of global education is the importance of analyzing issues from a variety of perspectives, including those of people who may be marginalized culturally, historically, economically, or politically in local, national, or world communities (Hanvey, 1975). Multiple perspectives are essential to comprehending the complexity of an increasingly interconnected world (Merryfield & Remy, 1995). However, our preservice teachers often enter the classroom having had little or no experiences with diversity and, like many Americans, having stereotypical or biased information about people who are different from themselves (Zimpher & Ashburn, 1992). Consequently, our preservice teachers often exhibit ethnocentric, even xenophobic attitudes at the same time that they are learning to teach global perspectives. To move preservice teachers beyond stereotypical "knowledge" and prejudicial attitudes toward

Table 3.2 Elements in Infusing Global Perspectives in Education

1. Human Values
   a. universal and diverse human values
   b. perspective consciousness/multiple perspectives
   c. recognition of the effects of one's own values, culture, and worldview in learning about and interacting with people different from oneself
2. Global Systems
   a. economic, political, ecological, technological systems
   b. knowledge of global dynamics
   c. procedures and mechanisms in global systems
   d. transactions within and across peoples, nations, regions
   e. interconnections within different global systems
   f. state of the planet awareness
3. Global Issues and Problems
   a. development issues
   b. human rights issues
   c. environmental/natural resource issues
   d. issues related to distribution of wealth, technology and information resources
   e. issues related to dependency
   f. peace and security issues
   g. issues related to prejudice and discrimination (based on ethnicity, race, class, sex, religion, politics, etc.)
4. Global History
   a. acceleration of interdependence over time (J-curves)
   b. antecedents to current issues

students, people in the school community, and the diverse cultures they will teach about in social studies courses, they must be challenged to examine their personal theories of people different from themselves. Left unexamined, preservice teachers' personal beliefs often bias their instruction and interaction with their students in very powerful ways. We have found that reflective practice within a learning community in global education can make a difference.

Two examples come to mind. First, a preservice teacher was presenting a lesson about Vietnam. During the lesson, Ed mentioned that some Vietnamese consider dog meat to be a delicacy. When the students groaned, he responded, "I know! Isn't that gross? I could never eat a dog!" In a discussion with his field professor and university supervisor that followed, we posed the following questions: Why did you choose to share that particular aspect of Vietnamese culture with the students? What aspects of American culture might seem equally "gross" to someone outside the culture? What impression does such a comment

Table 3.2 Continued

c. origins and development of cultures
d. contact, borrowing, and diffusion among cultures
e. evolution of global systems
f. changes in global systems over time

5. Cross-Cultural Understanding
   a. recognition of the complexity of cultural diversity
   b. the role of one's own culture in the world system
   c. skills and experiences in seeing one's own culture from others' perspectives
   d. experiences in learning about another culture and the world from another culture's values and worldviews
   e. extended experiences with other cultures

6. Awareness of Human Choices
   a. by individuals, organizations, local communities, nations, regions, economic or political alliances
   b. past and present actions and future alternatives
   c. recognition of the complexity of human behavior

7. Development of Analytical and Evaluative Skills
   a. abilities to collect, analyze, and use information
   b. critical thinking skills (e.g., ability to detect bias, identify underlying assumptions, etc.)
   c. recognition of the role of values in inquiry

8. Strategies for Participation and Involvement
   a. opportunities for making and implementing decisions
   b. experience with addressing real-life problems
   c. attention to learning from experience

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leave on your students? How do you think that aspect of the lesson affected the Vietnamese student in your class?

As Ed considered these questions, he was being asked to reflect upon perspectives of different cultural orientations from his own. During his next lesson, Ed and his students discussed elements of American culture that might seem unusual to others and also identified the many similarities between ways of life in the United States and Vietnam. In addition, Ed asked students why people always seem so interested in what is different, strange, or bizarre in other cultures. What followed was a sophisticated analysis of human nature and the "lure of the exotic" (as it was described by one of the seventh-grade participants). In a seminar that followed, Ed shared his thoughts about this teaching experience with those of other preservice teachers who were also struggling with the application of perspectives consciousness and with field professors who shared their experiences, ideas, and the materials they had developed.

Because our preservice teachers are learning to teach within PDS Network in global education, they perceive reflective practice as a natural part of working with others to improve both teaching and learning. The long-term effects of our emphasis on thinking about global education as we teach has been noted by our graduates and the school systems that hire them. For example, Julie, who graduated from our PDS Network a year ago, was hired as a teacher in a high school in a neighboring district. When she was given her teaching assignment, Julie was also handed a graded course of study (the mandated curriculum) and a textbook. After looking at the text, she asked her department chair, "If this is to be a world history course, why is the American political view the only one presented in the texts?" She explained the need for multiple perspectives to develop the students' skills in perspective consciousness and critical thinking. She received permission to bring in other materials and went on to help her students research the advantages and disadvantages of different policies throughout history from many perspectives. The level of thinking skills jumped to a new level in her class when her students began to evaluate disparate and even conflicting sources of information. Explaining her ability to recognize the need to make changes in the curriculum, Julie spoke of her role in thinking through the effects of the materials upon the learning of her students. Her confidence in her knowledge of global education came from her months of reflective practice within the PDS Network.

Benefiting From the Multiplier Effects of Collaboration

As we look back on our experiences over the past six years, we recognize that our efforts to bring about congruence between theory and practice in global education with a climate that supports reflective practice and collaboration across schools and districts have had many unforeseen consequences. The synergy of professionals interacting with one another on significant issues valued by the group leads to increased interest in new networks and opportunities for sharing and learning. We have experienced this multiplier effect as we have tackled concerns and issues in curriculum, collaboration, assessment, and competence of beginning teachers. Perhaps an example from our exploration of diversity will illustrate the multiplier effect.

Let's look at several not unrelated events and their impact on our professional growth and networks. While observing a class discussion in a "current issues" class, a field professor and a supervisor noticed that comments regarding the illegal immigration of Mexicans to the United States were quite hostile. Gary, the preservice teacher leading the discussion, seemed to agree with the class consensus that illegal immigrants were taking jobs from U.S. citizens and creating a drain on the social system. As is standard procedure after observing the teaching of a preservice teacher, the field professor and the supervisor met with Gary to discuss his lesson. During the conversation, they asked about his own experiences with Latinos. He described the rural area in which he was raised and the influx of migrant workers who were predominantly "Mexican" and "probably here illegally." Gary noted that many people in his home community routinely made negative, stereotypical comments about the migrant workers.

When asked how this type of socialization might be affecting his presentation of materials in the classroom, Gary commented that he had never thought of himself as prejudiced but had to admit that he probably was. The supervisor suggested using two videotapes to present conflicting views of the illegal immigration issue, which she had seen used by another preservice teacher in a different school district. Having viewed both of the tapes, the preservice teacher later admitted that he had felt some cognitive dissonance that helped push his thinking along. He also decided to expand illegal immigration into a unit so he could explore the issue more fully with his students and tackle some of their stereotypes and assumptions.

This connection between personal experiences with diversity and learned prejudice in our own community has become a recurrent theme as other preservice teachers and their field professors have shared similar experiences during seminars and work in the schools. In more than one team meeting, field professors and Merry have discussed what we can do to help our preservice teachers examine their own beliefs about expectations for their African American, Appalachian white, and immigrant students as well as the middle-class white students whom our preservice teachers often perceive as being "like themselves."

In some discussions, we have found our own stereotypes of urban versus suburban schools and students coming forth as we talk. The more we have worked with and thought about the issues of diversity and equity in schools in Central Ohio, the more parallels we have found with global education, especially cross-cultural experiential learning, inequities of power, and the role that privilege plays in education. We have learned that field professors and supervisors must play a critical role in countering parochial and ethnocentric attitudes and help the preservice teachers understand the intricate connections between global and multicultural education.

Our ongoing exploration of diversity and prejudice has led to some professional development and networking that probably would not have occurred without our collaboration and attention to theory and practice in global education. Let us share three examples as evidence of the multiplier effect on our ongoing attention to diversity. Recognizing that we have much to learn from one another and our different schools, last year we began to have our OSU supervisors substitute for the field professors so that we could be available to visit one another's schools without any costs to the districts or OSU. Most of the visits have been either suburban to urban or urban to suburban. As a group, we are coming to appreciate and learn from the diversity of other teachers' students and school cultures. Understanding different contexts and approaches to multicultural and global perspectives has led us to rethink some of our assumptions and try out alternatives in instruction and assessment.

Second, field professor Barbara Wainer has just completed an article for publication on how to build on the student diversity of urban schools in the teaching of multiple perspectives in global education (Wainer, in process). Explaining why she decided to write the article, Barbara told us that through her work with preservice teachers and her colleagues in the PDS, she has developed approaches to teaching global perspectives that are especially relevant to her urban students. Because of the discussions in our PDS work and the interaction

she experienced during a presentation of her ideas at a conference of the American Associate of Colleges for Teacher Education (AACTE), Barbara knows that others will be interested in and benefit from her writing.

Third, professors also grow professionally from such discussions and long-term grappling with significant issues. The PDS Network's dialogue and work on diversity and equity has influenced Merry's thinking and research about the relationships between multicultural and global education within teacher education programs. She is now on sabbatical, looking at a number of teacher education programs where purposeful connections are being made between these two fields (see also Merryfield, 1996). Undoubtedly, she will bring new ideas and materials back to our PDS Network. We know that as an ongoing learning community, we and our preservice teachers benefit from outgrowths of our work together.

Because of these and other experiences, we have developed a better understanding about preparing our own middle and high school students for the challenges and rewards of living in a diverse nation that is intricately connected to a rapidly changing global community. By raising our own consciousness about these issues, our shared experiences have helped us better model such perspectives in a positive manner and support our preservice teachers to move beyond the rhetoric of multicultural and global education. The result of our PDS collaboration is an increased capacity of all of us—preservice teachers, experienced teachers, and university professors and supervisors—to develop more complex understanding of ourselves, our students, and our world and to promote real and meaningful change in our teaching and professional work.

Suggestions for Teacher Educators

Although the work we have started in our PDS Network is far from complete, the lessons we have learned along the way may provide insights for teacher educators interested in infusing global perspectives into their programs. First, we suggest that teacher educators identify and begin to work with experienced global educators in local schools. Classroom teachers who share your expertise and enthusiasm in global education are the best allies you can have in preparing preservice teachers to teach global perspectives. We believe that field professors must be carefully selected. In our case, the university professor took time to get to know the field professors and had collaborated with several of us on previous projects. She had spent time in our classrooms so she understood our teaching styles. We suggest you select teachers who are dedicated to global education, teach with instructional variety and student-centered approaches, actively seek out opportunities for professional growth, and want to improve the preparation of preservice teachers.

Second, we advise teacher educators to choose school districts and schools that offer diversity for your teacher education program. Diversity in K-12 student population is critical, because your preservice teachers must learn to interact with and teach people who are different from themselves in ethnicity, race, class, national origin, and other characteristics. Diversity in the school structure, mis-

sion, and curricula are also powerful factors if the preservice teachers are to learn the significance of context, school reforms, and the role of teachers in bringing about change.

Third, work with the teachers you select to develop a shared vision of excellence in global education and goals that you want to reach. All the people who are involved in the collaboration need to agree on what global education is and what it means in the practice of K-12 teaching. Although the details of the day-to-day teaching of global perspectives may depend on the grade level, the course, or other contextual factors, the field professors and university professors must have some agreements on expectations for preservice teachers and long-term goals of the school/university collaboration. Teachers and professors must work to consensus in developing instruments to assess the beginning teachers' abilities to teach global perspectives.

Fourth, school/university collaboration needs to go beyond preservice teachers to help practicing teachers grow professionally. We coordinate full-day global education workshops for colleagues in our schools. We share strategies, materials, and resources across nine schools in six districts, work together on issues of concern, and examine ways in which we can improve our own teaching. Because they recognize the worth of these in-service days, our principals and school districts provide substitutes. We also work together to develop presentations at professional meetings and regularly present our work at meetings of the American Educational Research Association, the American Association of Colleges For Teacher Education, the National Council for the Social Studies, the Ohio Council for the Social Studies, and the American Forum on Global Education. Some of us have also written articles to share what we have learned (Levak, Merryfield, & Wilson, 1993; Merryfield & White, in press; Wainer, in process) and have contributed to textbooks for preservice teachers in global education (Shapiro & Merryfield, 1995).

Fifth, we suggest that there are attributes of professors who work well with teachers in long-term, intensive collaboration in global education. These professors respect and trust teachers and recognize that good global educators have specialized expertise, based on their work with K-12 students, to which professors and preservice teachers need access. They support a flexible vision of global education, where teachers may use different approaches and teaching styles to address shared goals. The professors model excellence in global education in their own teaching and are active in multicultural and global networks in the local community, the state, the United States, and the world. The professors bring both new knowledge and networks to teachers and help teachers share their expertise and become involved in networks that may be new to them. It is especially important that the professors can comfortably share power and decision making with teachers.

Finally, our last piece of advice is (borrowing from Nike), "just do it." We believe that too much planning time can stifle creativity and enthusiasm. School/university collaboration depends to a large extent on the individuals involved, because it is the distinctive mix of people's experiences, expertise, and beliefs about global education that shapes the educational plan and brings it to fruition. We learned about school/university collaboration by doing it. Our sense

of ownership in our PDS Network and our shared pride in developing the next generation of global educators keep us excited and motivated. Come, visit us and our PDS Network in Social Studies and Global Education.

NOTE

1. We have changed the names of the preservice teachers.

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4

Cross-Cultural Experiences in Teacher Education Courses

Reflections and Advice From American and African Teachers

CYNTHIA TYSON
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BARBARA CHRISTENSON
ANKU GOLLOH
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Characteristics of Effective Cross-Cultural Experiential Education
- Introduce the Course by Modeling Key Ideas and Creating a Learning Community
- Structure Cross-Cultural Experiences With Both Content and Process Goals
- Select Readings, K-12 Instructional Materials, and Media, and Debrief Their Analyses
- Develop Projects and Assessments That Bring Together Goals in Content and Pedagogy
- Facilitate Reflection

Personal Narratives of Cross-Cultural Learning
- Cynthia's Personal Narrative
- Barbara's Personal Narrative
- Ousmane's Personal Narrative

Conclusion

A major goal of global education is making connections between the students we teach in K-12 classrooms and people around the world. For our students to understand, interact with, and learn from people different from themselves, they must develop *perspectives consciousness*, knowledge that our worldviews are "shaped by influences that often escape conscious detection, and that others have views of the world that are profoundly different from one's own," and *cross-cultural awareness*, an understanding of the diversity and commonalities of human societies around the world and "how the ideas and ways of one's own society might be viewed from other vantage points" (Hanvey, 1982, pp. 163-164). How can K-12 teachers learn to teach perspective consciousness and cross-cultural awareness? It is the thesis of this chapter that cross-cultural experiential education that brings together diverse people for collaborative learning within a supportive environment is a powerful approach to teacher education in global perspectives.

In this chapter, we reflect on what we have learned about cross-cultural experiential education for teachers and make suggestions on how teacher educators can structure such learning to increase teachers' knowledge and expand teachers' perspectives into a more global worldview. In the first part of the chapter, we discuss the characteristics of the course, "Teaching About Africans and African Perspectives," which we believe brought about personal and professional growth. This section includes descriptions of specific methods, activities, instructional materials, and assignments. In the second part of the chapter, we provide insights into our cross-cultural learning through personal narratives. We developed these narratives to take you, the reader, through our transformation as we simultaneously analyze, interpret, displace, and construct our cross-cultural learning. We believe that the personal narratives represent praxis in global education. The voices and writing styles in our narratives are as diverse as we are.

Formerly an elementary teacher in Columbus City Schools, Columbus, Ohio, Cynthia is an African American PhD candidate and instructor at The Ohio State University (OSU) who specializes in multicultural education and staff development. Pat is an African American elementary teacher in Columbus Schools who recently completed her master's degree at OSU in Global Education. Barbara is a European American high school social studies teacher from rural Michigan who supervises student teachers at OSU as she works on a PhD in Social Studies and Global Education. Anku is an art teacher and artist from Ghana who is pursuing a PhD in Art Education. Ousmane is an English teacher from Bamako, Mali, who is currently completing his MA in English Education. As you can see, we come from different educational backgrounds, and English is not the first language for two of us.

Characteristics of Effective Cross-Cultural Experiential Education

Three months after the course, "Teaching About Africans and African Perspectives," had ended, the five of us sat down to discuss why this course had

transformed our knowledge and perspectives about Africans, Americans, and the practice of global education. Immediately, certain activities and readings came to mind, along with discussions during class and experiences we shared in each other's homes and out in the community. As we began to organize these elements of cross-cultural learning, we found ourselves in agreement over advice to teacher educators in five areas. These areas of advice to teacher educators include how to (1) introduce the content and process of the course by modeling what is expected of students and beginning to create a sense of community among the people who will be working together, (2) structure cross-cultural experiences with goals for both content (knowledge, skills and attitudes) and pedagogy (ideas and methods on how to teach such content), (3) select readings and K-12 instructional materials and debrief analyses of them, (4) develop cross-cultural application projects and assessments, and (5) facilitate reflection. As we discuss each area below, we provide illustrations from the course.

Introduce the Course by Modeling Key Ideas and Creating a Learning Community

The course, "Teaching About Africa and Africans," had been advertised through Columbus Schools as an experiential course on teaching about African peoples through African perspectives. Yet most of the people who arrived that cold January afternoon in 1995 did not know what to expect, because we had not worked with Professor Merry Merryfield before. As we joined the circle of desks in the classroom, we did recognize that it was a different mix of people from what we usually find in education courses at Ohio State, because out of 30 faces, 16 were people of color. As we fastened on our name tags, we learned that 10 of us were African "consultants," Ohio State students from Eritrea, Ghana, Kenya, Mali, Nigeria, Senegal, South Africa, Tanzania, and Uganda who were being paid small stipends by the Center for African Studies to work with American teachers in the class as part of the Center's Title VI Outreach Program. Three of the consultants—Anku from Ghana, Ousmane from Mali, and Deo from Tanzania—were actually teachers in their respective countries and would be taking the course for credit. In the next 2.5 hours, Dr. Merryfield introduced the course and helped us begin to become a community of learners and teachers.

First, as Merry[1] talked about the course and took us through the syllabus, she used the interplay of her own experiences of growing up in the South, teaching in American schools, and working in a number of African countries to illustrate her vision of the course goals, the meaning of experiential education, and the power of personal experience in learning and teaching about people who are different from ourselves (see Table 4.1 for the course syllabus). Because some of us had heard the theory that the only way we will end racism will be one person at a time, this methodology was very appealing. On an overhead transparency, she outlined what she had learned about Africans at different periods of her life and shared with us ways in which she had overcome early stereotypes from the media and misinformation in school through academic study, reading, and living

and working in a number of African countries. Then she asked us to begin to do the same reflective analysis on our own lives.

Those of us who are Americans were asked to chart on mini-posters where and what we had learned about Africa and African peoples from childhood to the present, our experiences with people from the continent, and what we would like to learn about African cultures. Those of us who are from Africa were asked to chart out some information about our backgrounds, why we have come to Ohio, and what we would like to learn about American cultures (see the assignment sheet in Table 4.2). After about 15 minutes, Merry placed us in groups of three (two Americans and one African) for us to introduce ourselves and find out what we could about *how* we had learned about each other's part of the world and what stereotypes and misinformation we had encountered about the other.

The next 2 hours went quickly as we worked in our small groups and then introduced our African consultants to the rest of the class. As you will see in our personal narratives that follow, this first activity was to set the stage for learning about experiential education and substantive content in history, literature, geography, art, and other topics. Teacher educators need to use their own lived experiences to model their journeys in learning about other cultures and to organize their classrooms to bring people of different cultures together.

Structure Cross-Cultural Experiences With Both Content and Process Goals

As teachers, most of us had brought in speakers from other countries to "show and tell" when we had previously planned cross-cultural experiences for our students. In this class, we began to look at cross-cultural experiences as characterized by *shared learning among equals over time*. Instead of Americans simply taking knowledge and experiences from others, we were all in it together to learn from each other in every class and outside assignment. We also came to recognize the value of working with each other over many weeks. It takes several interactions over a period of time to begin to get to know someone and understand his or her worldview. Cross-cultural experiences are more effective when they take place in a classroom community where people learn to know and trust one another.

Our first assignment outside class was a significant second step in that it built from the first activity and provided another model for cross-cultural learning. At the end of the first class, Merry passed out a homework assignment sheet while we were still in our groups of three (see Table 4.3). Each group of three was to meet and share some experience outside class and discuss some questions related to families, bringing up children, and gender roles. Another part of our homework assignment was to read Camara Laye's *The Dark Child* (see Table 4.1), and in the section below, we describe how the readings interacted with the discussion of our cross-cultural assignment.

The 10 groups from our class chose many different places to meet for this assignment—athletic events, a community festival for Martin Luther King, Jr.'s

Table 4.1 Syllabus for Teaching About Africans and African Perspectives

Time, Place, and Instructor
WI95, 4:30-7:00, Mondays, 243 Arps Hall

Merry Merryfield, Arps 138 (office) or 249 (secretary and mail box), telephone 292-5381, FAX 292-7812, E-mail merryfi@magnus.acs.ohio-state.edu

Course Description
This course focuses on teaching about Africans and African cultures, history, and contemporary life through African perspectives. Particular attention is paid to instructional materials, resources, and cross-cultural experiential learning.

Course Objectives
At the end of the course, students should be able to:

1. Articulate a rationale for teaching multiple (particularly African) perspectives.
2. Recognize the value of cross-cultural experiential learning and be able to organize such experiences in their own teaching and learning.
3. Develop instructional materials that provide K-12 students with an understanding of the diversity and complexity of African cultures and perspectives.
4. Improve their knowledge and instruction on African topics through practicing reflection, countering stereotypes, and accessing and evaluating information, instructional materials, human resources, and pedagogy for a global perspective.

Readings
These are required:

Camara Laye, *The Dark Child*. New York, Farrar, Straus & Giroux, 1954.

Ali Mazrui and Toby Levine (Eds.), *The Africans: A Reader*. Praeger, 1986.

Global Studies: Africa. Dushkin, 1993.

Beverly Naidoo, *Journey to Jo'Burg*. Lippincott, 1985.

Merry Merryfield (Ed.), *Lessons From Africa*. Bloomington, IN: The Social Studies Development Center, 1989.

Leon Clark (Ed.), *Through African Eyes* (Vol. 1). CITE, 1988.

Lyne Reese and Rick Clarke, *Two Voices From Nigeria: Nigeria Through the Literature of Chinua Achebe and Buchi Emecheta*. SPICE (Stanford Program for Intercultural Education), 1985.

These readings are optional:
(Choose at least two.)

Chinua Achebe, *Things Fall Apart*. Heinemann, 1962.

Maja-Pearce Adewale, *The Heinemann Book of African Poetry in English*. Heinemann, 1990.

Jane Cowen-Fletcher, *It Takes a Village*. New York: Scholastic, 1994.

J. Kitsao, *Mcheshi Goes to Market*. Nairobi: Jacaranda Designs, 1991.

Leontyne Price, *Aida*. Harcourt, 1990.

Wole Soyinka, *Ake: The Years of Childhood*. Vintage/Random House, 1981.

Table 4.1 Continued

John Steptoe, *Mufaro's Beautiful Daughters*. Lothrop, 1987.
Karen Williams, *Galimoto*. Lothrop, 1991.
David Wisniewski, *Sundiata: Lion King of Mali*. Clarion/Houghton Mifflin, 1992.
Africa Today: An Atlas of Reproducible Pages. Littleton, MA: World Eagle, 1992.

Evaluative Procedures

Grades will be based on participation in seminars and assignments (50%) and an application project in which students develop instructional materials (50%). Because of the experiential component of the course, class work cannot easily be made up, so attendance is mandatory in all sessions.

Tentative Schedule

Jan 9 Introduction to the course with attention to perspective consciousness and reflective practice. Small-group work with consultants (resource persons) from Africa.

Jan 16 No class (Martin Luther King's Birthday).
Meet with your African consultant for 3-4 hours and share cultural understandings of family, culture, and gender roles (see assignment sheet). Write a one-page summary of what you learned from this experience to turn in January 23rd.

Jan 23 Teaching about African perspectives on culture, families, and coming of age. For January 23rd, *read* all of Laye's *The Dark Child*, then pp. 1-29 in Mazrui's *The Africans*, and then examine lessons 1, 5, and 8 in Merryfield's *Lessons From Africa*.

Jan 30 Teaching about African perspectives and evaluating instructional materials, resources, and strategies. For January 30th, *read* pp. 229-235 in *Global Studies: Africa*, your assigned section (Part 1, 2, 3, or 4) of *Through African Eyes*, all of *Journey to Jo'Burg*, and examine three more lessons from *Lessons From Africa*. Check out OSU and community libraries re your topic. Bring your project overview and time line to class.

Feb 6 Teaching about gender roles, religious beliefs, expectations, and lifestyles. For February 6th, *read* your assigned section (either pp. xv-29, 60-107, 133-155, or 212-232) in *The Africans*, pp. 219-223 in *Global Studies: Africa*, and rethink previous readings as they relate to the topics of gender roles, religious beliefs, and ways of living.

Feb 13 Teaching about African perspectives on history and culture. For February 13th, read your assigned section (Chapter 4, 6, 7, or 9) in *The Africans* and reexamine historical sections in *Through African Eyes*. First half of the project is due.

Feb 20 Teaching about Africa, African countries, geography, and demographics. For February 20th, *read* pp. 31-50 in *The Africans*, examine *Global Studies: Africa* (country section and articles) and World Eagle's *Africa Today*.

Feb 27 Teaching about Africa through literature, art, and material culture. For February 27th, examine *Two Voices From Nigeria: Nigeria Through the Literature of Chinua Achebe and Buchi Emecheta*, pp. 223-228 in *Global Studies: Africa*, and your choice of literature from the optional readings.

Mar 6 Presentation and critique of projects.

Mar 13 Complete projects are due.

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Table 4.2 Introductory Exercise for First Class

Write out on your mini-poster:

Africans
- Your name
- Background
  - What do you especially value about your childhood and family?
  - About your school experiences?
  - Where have you worked? Traveled?
  - What languages do you speak?
- Why are you here in Ohio?
- What would you like to know about American cultures?

Americans
- Your name
- Where and when did you learn what you know about Africans?
- (Make a time line of sorts)
  - From childhood?
  - From school?
  - From college?
  - As adults/teachers?
- What year did you first talk with a person from Africa?
- What are your other experiences with Africans not mentioned above?
- What brings you to this class?
- What would you like to know about African cultures?

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birthday, and church functions; however, the most common choice was a meal or potluck (a new idea for some of the Africans) in someone's home. In retrospect, there were several elements in this assignment that contributed to its effectiveness. First, we had spent 2 meaningful hours together in class, laying the groundwork for collaboration, and we were no longer strangers to each other. We had already found some common ground from which to build. Second, our purpose for getting together—the discussion of families and coming of age in our cultures—is basic to the human condition yet specific to our cultural experiences. Our discussion of families and gender roles illustrated both cultural diversity and cultural universals, the experiences and ideas shared by all humans. It was a good topic, a topic that jump-started conversations from cooperation already in place. Third, we had a reasonable time frame (2 weeks) to complete the assignment, and the planning took place in class, so we could trade telephone numbers, maps, and so on. Fourth and most important, we were asked to reflect on what we learned by focusing on two areas that were significant to most individuals: family and growing up. The written reflections forced us to analyze

Table 4.3 First Cross-Cultural Assignment

The purpose of this assignment is to provide a cross-cultural experience among Americans and Africans that increases understanding of each other's cultures, experiences, and perspectives. If possible, complete your readings (or at least half of *The African Child*) before you meet, because its content can contribute to your discussion.

First, decide where and when to meet:

Between January 9th and 22nd, you will meet for 3 to 4 hours. Where you meet is up to you. The Americans may want to share an experience they value in their culture—perhaps a basketball game or school activity, church function, stroll around a museum, a club meeting, a favorite hangout, or a dinner at their home. Or the Africans may want to suggest a place or activity. There are two Ethiopian restaurants in Columbus that might provide another type of cross-cultural experience. It may be more educational (or practical) to include spouses, or children, or both, because we can learn a great deal about culture from family interaction. An evening in someone's home is always enjoyable.

Plan your experience so that you have at least 1 hour to share experiences and perspectives on families, bringing up children, and gender roles. Specifically, discuss these following questions:

On the concept of family:

1. What does "family" mean to you? Tell about (and share photos if possible) your family and its meaning in your life.
2. What do you value about your family? Why?
3. What ideas, behaviors, lifestyles does your family value?

On bringing up children:

4. How do you decide how to name a child in your family?
5. How should a child be brought up?
6. What should family members teach a child? An adolescent?
7. What were your parents' concerns and expectations about you?
8. What are your concerns and expectations for your children?

On gender and age:

9. Describe roles men usually have in your culture.
10. Describe the roles of women.
11. How are these roles changing from your parents' generation to your children's generation?
12. How are old people treated in your culture?

Students in the course should write (word-process or type single-spaced) a 1- to 2-page summary of what they learned (focus on 2 to 4 things that you find most important) from this experience. Do not describe what you did. Write about what you learned that is important to you. Please bring the summary to class on January 23rd.

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our experiences and process those experiences along with the readings for the next class (assignment detailed in Table 4.3).

Select Readings, K-12 Instructional Materials, and Media, and Debrief Their Analyses

In the first 2 weeks of the course, we read *The Dark Child*, Camara Laye's autobiography of growing up in French Colonial Guinea, and sections of Ali Mazrui's *The Africans* (see Table 4.1) that relate to the families and coming of age. We also examined some lesson plans that Africans working with American teachers had developed for middle school students (see syllabus for details) on these topics. These printed materials were very effective in providing knowledge of several African cultures and time periods. But beyond the content knowledge, we were reading children's and adult literature, history, and anthropology written by a diverse group of people from Gambia, Ghana, Guinea, Kenya, Liberia, Somalia, Sudan, Tanzania, Zambia, and Zimbabwe. There were commonalities and differences in their ideas and experiences. We were learning multiple perspectives in a context that made African perspectives take on an incredible complexity.

Debriefing of the readings took place informally during our first cross-cultural assignment, because it was natural during a discussion of children to ask, Does your family have a naming ceremony like the Yoruba one we read about in *Lessons From Africa*? (See Table 4.1.) There was also a more formal debriefing during our second class as Merry sorted us into new groups and asked us to make a list of what we had learned about family life from our readings compared to what we had learned from our cross-cultural discussions. By the time we moved from small groups to the whole class, the discussion had grown to include more dimensions as the consultants shared new information and many questions were raised about secret societies, circumcision, and family obligations.

The readings continued to be an important dimension of the course because in each assignment we read literature and primary sources written by diverse Africans and we examined instructional materials for K-12 students. In *Through African Eyes* (see Table 4.1), we read about adult experiences under apartheid. In *Journey to Jo'Burg* (see Table 4.1), we examined a children's book showing a child's view of living under apartheid, which we brought into our classrooms for elementary and middle school children to read. Then Sharon, our consultant from South Africa, brought in statistics on South African demographics and updated us on recent events since Nelson Mandela's election. The synthesis of this multilevel availability of resources not only facilitated broader cross-cultural understanding but also heightened our awareness of the need to include multiple perspectives when examining any culture or geographic location.

Media also has its place in experiential education, and we watched a video on five South African women. Because we were working with women from Ghana, Uganda, and Tanzania as well (two of whom had degrees in Women's Studies), the video served as a jumping-off place to explore similarities and differences of gender issues in many African societies, rural and urban settings, rich and poor circumstances.

Develop Projects and Assessments That Bring Together Goals in Content and Pedagogy

Our major project for the class was to develop instructional materials that would teach our own students about Africa and Africans through African perspectives. (See Table 4.4 for the handout on "Project Format and Ideas.") The American teachers and African consultants worked together on the projects in whatever way made sense, given our personal preferences and professional goals. The class climate was supportive of our option to change the people we worked with if we wanted to pursue a particular topic, such as colonialism in East Africa for a world history course, or Ghanian art for our elementary class. Others of us chose to continue working with our original consultants because of an idea we had already developed (from the first week, Cynthia and Ousmane knew they wanted to write a children's book together) or a personal connection we wanted to strengthen.

The key elements in the success of the projects were the sustained cross-cultural interaction, the shared goals, and the choices all of us were given so that we were pursuing work that we valued and were interested in doing with people with whom we wanted to work. Merry helped us plan and structure our projects by asking us to think through alternatives and share detailed plans of action with her for feedback. In the project format handout, Merry also included the criteria for assessing the projects, so we knew from the first how they would be graded (see Table 4.4). She also gave us many ideas of topics and formats and encouraged us to create something that we would be proud to share with other teachers. We were also required to share with the class our progress in the project at the halfway point. The feedback and suggestions from both our African and our American classmates helped us improve our work and think about other perspectives and applications.

Facilitate Reflection

It is critical that teachers stop to think about not only where their own knowledge of other cultures comes from but also what their students bring with them when they enter the classroom. Where did we get those images that flash in our minds when we hear the word *Africa*? What effect do those images have on teachers' instruction and students' learning?

Merry began the process of reflection with the first think-about-your-background activity and built on it by asking us to write reflective essays about our first major cross-cultural assignment. Every class had some special reflective piece that took us one step further in understanding the power of taking apart what we know about ourselves in relation to other cultures and building a broader perspective on knowledge creation. One of the handouts Merry developed illustrates a process for knowledge analysis that works for both teachers and K-12 students. Examine Table 4.5, "Let's Critique African Materials." Pejorative terms and derogatory language that most Americans have heard in connection with Africa need direct analysis and sustained reflection on implications for learning and teaching. As we discussed this list of "stop" words and other criteria

Table 4.4 Project Format and Ideas

Your project (word-processed preferred, typed is acceptable) may take the format of five lesson plans on different topics or one topic. It may be a mini-unit or module, or you may propose another format such as a portfolio or an exhibition.

You do need to provide a brief *overview* that states your *goals*, a description of the *audience* (describe the students, grade, course, what they already have studied about Africans, etc.), an annotated *list of resources* (books, media, resource people) that you have used or recommend, and a paragraph explaining any *limitations, concerns, questions, or issues* that are on your mind when you prepare to turn it in at midterm and the end of the quarter.

Keep in mind the lessons must be original—not developed by anyone else. You are, of course, encouraged to use literature or primary sources. Please cite any author or resource person used in such lessons.

Ideas:

Cross-Cultural Experiences: Using simulations and role-play to teach African perspectives; experiential learning in understanding African perspectives; using technology for cross-cultural learning about Africans

One Country: Living in Ghana today, South African history, Nigerian literature

One or More Cultures: The Hausa-Fulani, contrasting cultures in East Africa; customs and lifestyles in Mali, Uganda, and Eritrea

An Issue: The role of women in African development, urbanization and cultural change, the role of slavery in African history

A Time Period: Early African history, independence movements and leaders, learning about colonialism through African literature

Some Type of Literature: African children's literature, understanding African cultures through their literature, women's lives in African literature

Other Ideas: Learning about culture through African art (or music, poetry, film, sports, architecture, religious thought, etc.); using resources in Ohio to teach about Africans and African concerns

African Connections: African perspectives on their connections with Americans; overcoming American stereotypes and myths about Africans

The projects will be graded with these criteria:

1. Does your project teach multiple perspectives?

for judging the biases and unstated assumptions of educational materials on Africa, we began to scan the sum of our life experiences, reexamining our own use and abuse of language and our positive and negative assumptions about others. We recognized that we speak of Africa in the same way that we speak of Japan and Russia, yet Japan and Russia are countries, and Africa is a vast continent of more than 50 nations. Teacher educators need to select and create materials that help teachers challenge the sociopolitical biases we have been accustomed to in thinking about other cultures and nations.

Reflection should be a part of each class discussion and debriefing from cross-cultural discussions, readings, videos, and other activities where teachers

Table 4.4 Continued

2. Different African perspectives?
3. Does it teach about the diversity and complexity of Africans and African cultures?
4. Even within one country?
5. Will your lessons help students overcome stereotypes?
6. Will your students learn *similarities* with their own culture as well as differences?
7. Will they develop cross-cultural *understanding*?
8. Does your project reflect good teaching practice?

   Are students active learners in every lesson?

   Do they have to think in order to succeed?

   Is the content connected to their previous knowledge and skills? Their experiences and interests?

   Do students have to use/apply their new knowledge?

   Does the project reflect authentic learning and assessment? (Learning/assessment that they can use in the real world as opposed to learning/assessment that is only useful in school or for grades.)

Thinking through and planning your project
As you begin to think about possibilities, answer these questions:

1. What do you want to learn and teach about Africans and African perspectives? Make a list.
2. Now prioritize your list. What are the most important areas or topics because you will only have time for a few? You may even want to focus on one topic.
3. What do you need in order to be able to develop instructional plans, original materials, and assessments? (What knowledge? Resources? Perspectives? Time?) With which consultants will you work?
4. Now delineate your project goals and web or outline your plan for the project on the back of this paper.

About 50% of your project is due February 13th and the rest by March 13th. What will you tentatively plan to have completed to hand in February 13th?

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are trying to make sense of new information or experiences. The joy of a successful learning community is that we can ask questions, admit we are unsure of what to do, and feel safe in sharing concerns that may be embarrassing or controversial because we know that the process and feedback will be supportive of our further growth.

Personal Narratives of Cross-Cultural Learning

"Sharing personal narratives yet linking that knowledge with academic information really enhances our capacity to know" (hooks, 1994, p. 148). As teachers from

Table 4.5 Let's Critique African Materials

How can we tell when reading materials reflect bias, stereotypes, or inaccurate information? What should we look for? Listed below are some guidelines for critical reading. The subtle shadings of opinion and omission of relevant information are perhaps more dangerous than the use of outrageous words. Let's examine some of these more carefully. "STOP" words: When we see these words used, we recognize stereotypes or patronizing and degrading words. We can substitute less value-laden words.

STOP words	*Substitute*	*Notes*
JUNGLE	rainforest	Only 5% of Africa is rainforest.
TRIBE	people, ethnic group, nation	Do we call the Welsh a British tribe? The French a Canadian tribe?
BACKWARD or PRIMITIVE	indigenous or traditional	These words are patronizing and are used to point out inferior status.
BUSH	savannah	About 40% of Africa is grassland or savannah.
SAVAGE, NATIVE	African or Tanzanian, Kenyan	These words are patronizing and are used to point out inferior status.
WITCH DOCTOR	herbalist	We call traditional medicine "home remedies."
NATIVE COSTUME	national dress	Incorrect use of the word *costume*.
PAGAN	traditional religion	These words are used to lessen in importance religions and beliefs other than Christianity.
JUJU or SUPERSTITION	faith	
HUT	house	Hut is used to denote an inferior building.
MANY WIVES	polygamy	Although four wives are permitted by Muslim law, only 10% of Africans have more than one wife.
BANTU PEOPLE	Bantu language	Bantu is not the name of a group of people. It is a language group.
PYGMY	Mbuti	This is a derogatory name given to this ethnic group by Europeans.
BUSHMAN	San	
HOTTENTOT	Khoi-Khoin	These are derogatory names given to these ethnic groups by Europeans.

Table 4.5 Continued

Look at the pictures: How many stereotypes do they support?

1. Are Africans dressed in few clothes?
2. Do they wear masks?
3. Are they dressed in grass skirts or animal skins?
4. Are wild animals in the photos?
5. Are Africans shown as dancers, musicians, and poor farmers or as doctors, teachers, and business people?
6. Are there both rural and urban scenes?
7. Is the focus on ceremonies and holidays and special groups of people? Or will students learn about average people and everyday life?
8. Is the focus on the exotic, the strange, the bizarre? Are *differences* (versus the United States) rather than similarities stressed?
9. Are the maps up to date? Check for Eritrea, Zimbabwe, etc.
10. Is South Africa's transition to majority rule described?

Examine the content for these critical viewpoints:

1. Is it implied that African nations and peoples will be better (civilized) when they become more like the United States or Europe?
2. Is the emphasis on minority groups, such as the Masai, San ("bushmen") or Mbuti ("pygmies")? This emphasis is similar to studying the United States by concentrating on the Amish or the Navaho.
3. Does African history begin with European discovery? What treatment is given to ancient African kingdoms besides the Egyptians?
4. Is the slave trade openly discussed, with different perspectives from Europeans and Africans?
5. Are both the pros and cons of colonialism discussed from multiple perspectives?
6. Are Africans' scientific, economic, political, and cultural contributions to the world described?
7. Is the *interconnectedness* between African nations and cultures and the rest of the world demonstrated?
8. Are apartheid and its effects explained adequately?
9. Does the section on Africa teach that it is a continent of great diversity (more than 50 nations; hundreds of languages and cultures; great variance in natural resources, physical environments, climates and geography) and complexity (political systems, issues related to ethnicity and culture, and different approaches to economic development)?

SOURCE: Originally developed and copyrighted in 1981 by Merry M. Merryfield, this is an updated version developed for the 1995 course, "Teaching About Africans and African Perspectives." Reprinted with permission.

diverse cultural backgrounds who came to know and learn from each other in a course on global education, we want to share with you our journey in enhancing our capacity to know about our own cultures, others' cultures, and the power of cross-cultural experiential learning. Within the framework of a 3-credit-hour

course, we encountered diversity and genuinely experienced a personal transformation in our perspectives toward teaching and learning about the Other. In embracing the teachable moment again and again, we have come to recognize the impact of cross-cultural experiential education on how we changed over the 10-week quarter and how we have continued to grow and learn in the months since the course ended.

Cynthia's Personal Narrative

Introducing Cynthia

I am an elementary school teacher, and although I wear the hats of counselor, nurse, educator, surrogate mom, doctor, banker, bookkeeper, adviser, guide, mentor, instructor, psychologist, advocate, and tutor, I see my most important and rewarding role as that of negotiator, because the need to keep the lines of communication open is important in any classroom setting. I came into the course, "Teaching About Africans and African Perspectives," with the goal of enhancing my knowledge about the continent in general but, more important, I wanted to take part in what I hoped would be a discourse of the cross-cultural. A discourse, not just the exchange of facts, but an ongoing dialogue. The course description alluded to a dialogue, an engagement with perspective, mine and that of the African consultants. Very few courses meet and exceed the objectives set by the instructor as this one did. No one could leave this course without new perspectives.

Beginnings

Today was the first day of class, and I am struck by the variety of beautiful faces and voices. The timbre of African voices has always left me envious. Merry briefly introduced the African students as *consultants*, a term I found very interesting. Some of the Africans are taking the course for credit and some are not. They were going to be our consultants. That type of interaction had not been used in courses I had taken before. I suppose I thought the Africans would be much like the guest speakers I have invited in my classes. Speakers that would just share about their families, the food, or clothing. Consultants . . . As I reflected on the word *consult*, I began to anticipate discussions, conferences, advice, checking with, asking for information, talking to, perhaps counseling. I think we will be able to have a discourse of the cross-cultural. At least the stage is being set.

In this first class, we did a charting activity in small groups that is a good icebreaker. We divided up into groups of three with an African consultant. Ousmane Traore, from Mali, was my group's consultant. I worked very hard to learn how to say his name. He was very patient as I said it wrong many times. I wanted desperately to say it correctly. Your name is important, it's "somethin' that your Mama gave ya," I told him, and he laughed.

We were given a poster board, approximately 11" × 17". On it, I was to write what I knew about Africa and Africans from my life experiences, and Ousmane

was to write what he knew about the United States from his experiences and perspectives. After we wrote out our reflections, we shared with each other in the small group and then introduced our consultant to the entire class.

I was surprised to hear some of the mythical, stereotypical things about the United States. "Streets paved with gold," Ousmane told us that this is one of the beliefs his fellow Malians share about my country. He talked of his concerns about homelessness in America and why he has problems understanding the concept. In Mali, there is no homelessness; he says that no brother would allow another to be without a home. Ousmane thought that there was no poverty in the United States and that life is always good here for Americans. Having been here 3 months, he tells us he wants to learn more about the "not so pretty" side of American life.

Some of the other teachers' views of Africa are almost embarrassing. Putting our knowledge (or the lack of it) on paper was an honest place to start. The act of writing the stereotypes down on paper was powerful. They sort of looked legitimate even though we knew they were not. Much like the ways we view textbooks for schools, in that we have a reverence for the printed page even when it is false knowledge. I wonder if it was hurtful for the African consultants to see that most of the things written by the Americans were negative, stereotypical, "Tarzan in the jungle" images? Our images from the media, the movies we have seen, and the books we have read are a part of the knowledge base of our children, our students. We have a lot of work to do.

Bridges

For our major project, Ousmane and I decided to work together to create a children's text about a day in the life of two school girls: Miranda Jackson in Columbus, Ohio, and Mamadou Traore in Bamako, Mali. Before now, I would have just written about a day in the life of a schoolgirl in America and in Africa. However, now I recognize that the continent of Africa is as vast and varied as are its hundreds of ethnic groups and languages. We have looked at some of the diversity within countries as well as across the continent. Ousmane helped me understand that to just say "Africa" is like answering the question "Where do you live?" with "I live in North America." Yes, that is the continent, but what state, what city, what street? We don't give the same level of importance to the way in which we refer to the places and spaces where our African consultants live. Why? Is it part of a conceptual framework that if the place is referred to in generic enough terms, the engagement with its people will be generic, faceless, nameless, and of less importance? Can't we teach our American students to discuss the diversity of Nigeria, Uganda, and Botswana? Can't we as teachers learn not about Africans (as though hundreds of different cultures, histories, and languages don't exist) but about the Hausa, the Ibo, the Yoruba?

Using Merry's handout on the project format and criteria, we decided that our goal was to teach children about the similarities and differences in the everyday experiences of a Mandingo child in Bamako, Mali, and an African American child in Columbus, Ohio, in the United States. We chose to focus on

topics in everyday living that young readers would be able to identify with in their own lives. We decided to design a children's book, *Ne'Ka Tile'Kelen Kalan Mali La*,[2] *My American School Day*, as the vehicle for teaching about children's lives. The topic and book format would meet our major goal of developing children's cross-cultural understanding. Our topic and our design of a children's book also met the assignment criteria of teaching multiple perspectives, complexity and diversity as well as similarities and differences across cultures (see Table 4.4 for criteria for the project). Ousmane and I agreed that the best target audience for developing cross-cultural understanding would be children. Merry encouraged me to not only use a variety of primary resources about Mali but also work closely with Ousmane as my consultant. She also provided us with ideas and publications that modeled for Ousmane and me the ways in which our multiple perspectives could come together.

As we began to talk about our lives and young people in elementary school (for me), and primary school (for Ousmane), a connection was made. We brainstormed a lot of possible topics to use in our text. This discussion was the juncture that lead to the intersection of our lives. With each word came a lesson tied not just to Mandingo but also to French, not just to life in Bamako, Mali, but also to Columbus, Ohio. (See an excerpt from our comparisons of daily life in Figure 4.1.) Each time we met, I learned new words. One day, Ousmane brought pictures of his family and filled the air with the sights and sounds of his home. He spoke of his wife and children with fondness and homesickness in his voice. We talked about his home and the way it looked as he drew sketches. I could see the way the mango tree grew by the front door. He spoke of how all his friends would come to see him when he is home. They would sit in the outer yard of his home and drink tea, and his wife would bring them food to eat. He sketched for me the kitchen where the women in his family would prepare the meals. He would also share stories of his experiences in America, and his perceptions of the many sights and sounds of our culture.

By serving my needs as an American student and Ousmane's needs as an African consultant, this collaborative project transcended the course and criteria for a grade. As we discussed the list of questions Merry had prepared (Table 4.4), we could be certain that we constructed an instructionally sound contribution to curriculum that would facilitate cross-cultural understanding. I learned many other skills and knowledge that I value. Ousmane accustomed me to hearing his language, and now I can speak a few words of Mandingo. He taught me about French colonization and how aspects of it continue to influence the language and the structure of Malian schools. But most important, the project was the link to exploding the dialogue beyond the confines of the course. I was not just a spectator to a cultural presentation, I was invited to view his world, interact in his language, integrate my ideas into his writing, experience his sharing, and learn to see through his eyes.

Breaking Through Barriers

Africa, the motherland—the home of my ancestors, the shores of the continent wait to embrace me like the open arms of a distant lover, or so I thought.

Awnitti'e. Ne' **togo** ye' Mamadou Traore kabo Mali La.

My **name** is Mamadou Traore from Mali, West Africa.

Hello, my **name** is Miranda Jackson from Columbus, Ohio, U.S.A.

68 **Figure 4.1.** Excerpt from *Ne'Ka Tile'Kelen Kalan Mali La,*[3] *My American School Day*

While we worked on our project, my friend and brother Ousmane listened to me speak of Africa, Africa, Africa. I'm sure he saw the sparkle in my eye and he heard the passion in my voice when I spoke of "her." One day, as we worked, Ousmane paused from our writing, looked at me and said, "You are an American. You are an American. You can visit, but Africa is not as you think. It is a big continent, very big. Mali is my home. I am Malian, and it is in my bones. You are an American; it is in your bones. You would not be happy to stay in Mali." We continued to work with a silence and a tension that we had not known before. I was upset.

As I drove home in my car, I remembered that I hadn't eaten, so I drove through a McDonalds. As I sat in my car waiting for my fast food, I decided Ousmane was right. Life couldn't get more American than this—French fries, a chocolate shake, a drive-through restaurant, and a car payment. Why had I trivialized the existence of geographical boundaries? How could I think that I could just travel to Mali, Nigeria, Senegal, and "go native?" I was ashamed of the part of me that would further the "tourist" perspective—a perspective that would allow me to think that I could just expect the culture of Mali to change and accommodate me.

My love affair with Africa was not over, but the romanticizing of "Africa" as a continent awaiting me was gone. Replacing this paradigm was now a reality that encompassed a truer understanding of the nature of the planting, harvesting, and preparing of food; the warmth of the days and the cool of the nights; the wealth and the poverty; the slowness and the corruption of the mail system, the train, the bus; people's feet as modes of transportation; and, last but not least, the smiles, the care, the concern for a relationship in a truly more global way.

I still plan to visit Mali and the family of my brother, Ousmane, but I have work to do here in the United States. That work will include helping children to see through their American eyes the need for cross-cultural communication and global understanding as necessary ingredients for survival.

Beginning Again

Much like a two-way mirror, one that reflects and yet allows one to see through to the other side, I am able to think of ways to present information about Africans and African nations that is not just facts but information that will allow the students to peer over as if through a window. I will endeavor to hold up a mirror that will allow for self-reflection, to identify what we "know that ain't so." This mirror, in the form of a class project, was held up for me by my friend and brother, Ousmane. He held the mirror even when I didn't want to look. The fact that he became my friend made the "not so pretty" picture of myself easier to not only see but change.

Although my goal is not to move to Mali, I will go visit to see, taste, touch, smell, feel, and sense the many sights and sounds that I have come to know in only a small way through Ousmane. I'm convinced that that is now a missing piece to my perspective; Ousmane has seen parts of the United States and guided me through perspectives of Mali and West Africa through his eyes. It is now my

turn to visit Mali and share with Ousmane my perspectives of Mali through African American eyes. I'll be sure to pack a mirror.

Barbara's Personal Narrative

Introducing Barbara

As an educator for more than 20 years, I taught my students that participation in American society requires a thorough understanding of the rich cultural diversity that exists not only in this country but also on this planet. To accomplish this goal, I arranged for my students to work with many international guests. I hope that my students have learned that in a democracy such as ours, cultural pluralism represents a valuable resource that has shaped who they are as persons. I also hope that they have learned that many ethnic and racial groups provide a force in the continued growth of our nation, our community, and, more important, ourselves.

It should be evident at this point that I didn't come into the course, "Teaching About Africa Through African Perspectives," without some prior knowledge about the importance of cross-cultural experiences for students. My belief in how important it is for students to grow from cross-cultural experiences was reaffirmed by the course. I'm committed more than ever to persuading other educators to provide the same opportunities for their students.

Beginnings

It is a quiet, lazy Saturday afternoon and I look out my window and watch the snow fall, light and fluffy on the fields behind my home in rural Central Ohio. The snow settles down and blankets the land, only disturbed here and there by the bent, jagged cornstalks left from the fall harvest. I'm thinking about last Saturday and my visit with my new friend, Solomon Babatunde Aigeru, from Igbonla, Nigeria. We talked of our plans for our futures, our studies at OSU, and, of course, about our lives as kids on the farm.

As a member of a cross-generation farm family, my new friend Tunde had acquired many very important values, such as respecting one's elders. He learned of how one should be proud to grow old. After all, it is the old ones, those with years of experience, that the young ones like himself turn to for guidance. He explained that if a person grows too old to care for themselves, how important it is for the family to take care of that person. He anguished over the thought that in the United States some people put their parents and grandparents in nursing homes. At that moment, I remembered how my grandmother had come to live with us and, although having only a fourth-grade education, she was so helpful in tutoring my sister in chemistry. She credited her teaching success to patience and persistence. These important values were learned by all of us through the model she provided. Yes, I too learned to respect my elders and, I agree with my new friend, one should be proud to grow old and wise.

Tunde's family and community played a major role in his upbringing, which is pretty typical for most families in that small farm community of 200. He fondly remembers the strong family ties that existed between him and his

brothers and sisters. He learned as a boy that family plays an important role in creating the physical and emotional security necessary for children to grow up safe and happy. Being one of 10 children, I was reminded by his story of how important family was and is in my life. My dad often spoke of how he was the richest man in the world because he had the most precious of all possessions, children. I, like this new friend, grew up feeling safe and happy.

As an adult, Tunde believes that being a parent is a very important responsibility. If he were home, he knows that he could count on the support of other community members in raising his children. Children in his community learn very young that everyone in the community will watch out for them and, if they need it, will discipline them. His reflections reminded me of a neighbor from my childhood who was my grandmother's age telling me about how he saw my best friend Alice out past curfew. My neighbor, after scolding Alice in front of her date, took Alice right home. This scolding made clear to me that I, too, would not get away with any rule violations in this small community where everyone knew everyone else.

Marriage for Tunde required the practice of very strongly held traditions. First, he told his brother of his wishes to marry. That brother told the eldest brother and then he told the mother. It would not have been an acceptable thing for my friend to speak of this directly with his mother. Next, the families arranged to get together to determine how earnest the two were about getting married. Finally, after her family was convinced that he was serious about his responsibilities to their daughter and sister, they were allowed to go on with their wedding plans. The bride decided she wanted a white wedding dress and a very formal wedding in the Anglican church. Although in violation of tradition but not all that uncommon these days, he did see the wedding dress upon its purchase. But he never saw it on the bride until the wedding day. The wedding photographs captured how that day's ceremonies and celebrations were special. The bride was beautiful in her gown, and the little flower girl was adorable. The groomsmen were very handsome in their tuxedos. Tunde, the groom, was proud because one of his university professors attended the wedding. My wedding and marriage, as well, required the practice of many traditions. My husband and I exchanged our vows in a small family ceremony in my parents' home. We lived with his parents in the centennial farm house, just the same as his parents and brother did. The conservative behaviors of my husband's family were more traditional than those of Tunde's family. Although my marriage began in the era of women's liberation, meals and family activities revolved around the men's schedule. As did I, Tunde liked going to school. Our families and our communities valued education. Teachers were respected role models because they were also civic, religious, or sometimes business leaders in the community. We both decided to go into education, which is why we're here at The Ohio State University.

It has stopped snowing now and I must get at my chores. I conclude by declaring that I have a special bond with my new friend. We share a universal heritage. We share the same values and traditions learned from our farm communities even though those communities are in very different countries.

Bridges

The bond that was created that Saturday in January began during a small dinner party. Bringing people together over a meal always works as a starting point for getting better acquainted. This dinner was a potluck, with each member bringing his or her favorite home-cooked meal. The obvious differences in the food and its preparation immediately sparked conversations, but it was the similarities that kept the conversation going. We all brought some kind of rice and poultry but for many different reasons. While exploring those reasons, we began to really learn about each other. The bonding began.

As with any conversation, one bit of information led to something else and soon people were producing pictures of family and friends to provide evidence of truth about each of us. The intensity of the discussion that followed revealed even more about ourselves and our cultures. After discovering the value that photographs have for bridging the cultural gap, on other occasions I have encouraged many international students to share photographs of their families with me. Ousmane Traore, from Mali, allowed me to make copies of his family photographs and create a photo collage to show to my students. From these photographs, I will move my students' perceptions of Mali beyond the *National Geographic* version of Africa.

Breaking Through Barriers

Although the photographs were the bridge to new insights and understandings about the international students I've met, Anku Golloh, from Ghana, pointed out that a study of a people's art could be the breakthrough to understanding their culture. He explained that "art nurtures our being. People without art are like a tree without roots." At Anku's invitation, Deo Tungaraza, from Tanzania, and I went to the Black Cultural Center for the exhibit, "Africa Meets Africa: An Exhibit of Contemporary African and African American Arts." Its theme, "SANKOFA—To go back to one's roots," seemed an appropriate place to begin to learn about "being." Through the art, we were delighted to find the expression of so many values we shared, for example, the importance of family and friends working in cooperation and commitment or responsibility to the family and community. Next, I went to the Riffe Gallery for the "Leadership Arts of West Africa" exhibit. This brief introduction to art, followed by many discussions with my international friends, has taught me how art about religion and politics defines the ritual of decision making and the drama of law enforcement. I discovered that art frequently becomes an active instrument of power in both religion and government. At the same time, I now better understand the norms and values of different occupations and communities. Now, the urge to see more and more art from a variety of cultures within the diverse nations on the African continent as well as art from cultures over different time periods provides the driving force for my travel plans. Every business and vacation trip includes detours to museums and universities to discover what treasures they have to nurture my being.

Beginning Again

To develop an awareness that each of us has a view of each other not necessarily shared by many and that our views may be shaped by factors that we are unaware of, can help educators teach their students to have knowledge of and respect for diverse ideas and practices throughout the world. One lesson from my interactions with international students on The Ohio State University campus was that I now know what else I need to do. I need to move to the next level of cross-cultural experiences. I believe that I, and educators everywhere, need to travel and live in other cultures by taking advantage of teacher exchanges or international study tours. I'm convinced that beginning again means that I must work to convince teachers, especially preservice teachers, to also seek varying degrees of cross-cultural experience. Those experiences could begin with interactions within the United States and be expanded through contacts within an international setting.

Ousmane's Personal Narrative

Introducing Ousmane

Undoubtedly, the developed Western country in which African students in general and Malian students in particular are most interested is the United States. I have taught English in Mali (West Africa) for more than 20 years and I am in a good position to know. I am from Bamako, the capital city of Mali, which is a French-speaking country where very few people can speak and write English. I am 46 years old and I have heard about America since my childhood in the early 1950s. My father, who was an ex-serviceman, having served in the French colonial army during the World War II, used to tell us many things about German troops from his 5 years of experiences in a West German camp. He always told us that Americans are very hardworking people for whom he had a lot of admiration. I have been interested in the English language since my early high school days and have spent a lot of time learning it.

Before coming here, I talked with people who had already lived in the United States. Almost all of them told me that the number one rule for living in America is self-reliance. "Don't ask Americans to give you directions, Ousmane," they all told me. "They are always in a hurry and have not the time to waste with foreigners. You will be given a map to find your way, and wherever you go, you will find directions." I was a little bit worried and tense. How could I find my way through maps in a city I don't know? I was also told not to go out at night if I don't want to be shot, because all Americans have guns, which they use very readily, mainly at night.

With all this information in mind, I arrived in Columbus, Ohio, in September 1994. Only 3 days after my arrival, I began to discover that these stereotypes were wrong. I came across very friendly people who were always ready to help me. I will never forget my experience at Big Bear (a grocery store), which is worth mentioning. The first time I went to that grocery store, I was puzzled because I couldn't find any food I needed. I was thinking of our open markets in Mali. I

asked a middle-aged man to help me find what I needed. Very patiently, he walked before me and showed me all the things I mentioned to him—rice, beef, sugar, tea, salt, pepper, and so on. I never thought that Americans could be that patient and helpful. More positive surprises were ahead.

Beginnings

In the winter quarter 1995, I participated in a course given on Africa by Dr. Merry Merryfield. What particularly struck me in the course was the great interest shown by the American teachers about Africa and Africans. I thought they would rather be interested in Europe, Asia, or Latin America. The first week was devoted to introductions of the course and of the participants. There were consultants from West Africa (Mali, Ghana, Nigeria, Senegal), East Africa (Kenya, Tanzania, Uganda), and Southern Africa (South Africa). There were also teachers from different schools districts in Ohio (Columbus in particular). From the first week of the course up to the last, they had opportunities to deepen their knowledge of Africa, and we got the opportunity to learn about Americans and make many American friends. In the second week of classes, we started to exchange our points of view on the several books written by Africans. I was impressed not only by the quality of the books we used but also by their availability and the experiences of the authors. In the third week, the instructor drew our attention to the necessity of starting our research project. The American teachers were advised to work with the African consultants. I chose to work with Cynthia Tyson because we had enjoyed a group discussion together the week before. We didn't know that this would be the beginning of a long and sincere friendship between Cynthia and me. Our project was about the daily life of a young Malian student compared to the life of a young American student.

Bridges

During our debates in class, I saw a characteristic of the American personality, the rational scientific trait of their psyches. I first noticed this characteristic when we were discussing the book, *The Dark Child*. The author in this book spoke about the magical powers of his mother who was able to cure an ill horse. For our American colleagues, there was nothing magical in the author's experience of seeing that horse respond more positively to a feminine voice then to a masculine one. Those of us from Africa generally don't try to find a scientific explanation for such phenomena. Life for us is full of mystery, and everything cannot be explained scientifically. Part of our psyche calls for juju (materials that protect us) in our pockets or around our waist. In the fifth week of the course, we worked on evaluating instructional materials used to teach about African cultures, history, and literature. We began in small groups and later all together as a class. Our debates were always open, frank, and very well conducted by the instructor. We did our best to give the latest information on our countries and provide illustrations from our own experiences.

Breaking Through Barriers

What did we learn during this class about Americans? About teaching cross-cultural understanding? First, interconnectedness and global issues are surely a reality in everyday life in the United States. I have lived in West Africa for more than 40 years and had never met a colleague from Kenya, Uganda, or Tanzania. It was here, in the United States, that we came together. Before, I had the feeling that we don't belong to the same continent. Here, traveling is easy and people meet and work with people from all over the world. Second, the United States for sure has the best books on Africa and by Africans. I was surprised to see excellent books on Africa in the libraries and bookstores of Columbus.

However, I should say that education must go beyond books. This talking with others, you see, is the key to understanding. Yes, this course was very good because there was lots of talking, of sharing, and of questioning. During our debates, we certainly talked about things with our American friends that they would never find in books.

Third, instead of cold and selfish people, I met very friendly people who were really willing to learn about African perspectives in class and out of class. The project that we were required to do helped us with learning together, learning about things that we were interested in about Africa and America. Cynthia and I chose for ourselves the topic and together we read the assignment sheet, and we created a beautiful book for children in my country to learn about children in America. We wrote about some differences and we wrote about the many ways there are no differences between our children's lives.

Fourth, as far as methodology is concerned, I have been impressed by how effective the small-group work is, a practice that is used by many American lecturers. It encourages active learning and gives an opportunity to the students to exchange their experiences and become friends. Before I came to this country, we were told to be very careful with Americans. Not to disturb them with questions, because they are always busy and have no time to waste, that they generally don't like Africans because they think we are ignorant and savage. I didn't see this attitude here. I rather met very friendly teachers who were eager to learn about Africa. Cynthia Tyson and I finally became brother and sister, good friends, and she can even speak a few words of my language. She is getting ready to pay us a visit in Mali.

Beginning Again

My American experiences so far have been very rich. However, I have not seen only positive things in this country. I saw some negative things on a street near campus that have really puzzled me. I saw beggars, drug sellers, gun sellers, drug addicts, and alcoholics. I also saw homeless people. If I tell my students back home that I saw beggars and homeless people—mainly African Americans—in America, they will hardly believe it. For them, all African Americans are international basketball players, boxers, sportsmen, or musicians. We have our stereotypes, too.

If all Africans could see America at least once in their lifetime and if all the Americans could see Africa, lots of stereotypes would no longer exist and everybody would learn much. It is, however, not possible for many of the people in my country to travel away from Mali. This course helped make it possible for some Americans to work with people from Africa and for some Africans to learn more about Americans. It also provided methods for teaching about cultures and perspectives that any of us can use around the world. I now understand many things about America to tell my family and my students, although they will not believe some of the things. They may say, "Ousmane, you are lying." However, I will help them understand.

In conclusion, one of the best ways to teach about Africans in American schools is for Americans to work with people from Africa whenever possible and bring them into teacher colleges and classes to work with the children. It is better to work with someone once that to hear about them 100 times.

Conclusion

To enhance the knowledge and understanding acquired from scholarly studies, teachers need to see, question, and interpret ideas from diverse perspectives. One way that can happen is through profound cross-cultural experiences such as those the authors of this chapter experienced. The educators enrolled in the class, "Teaching About Africa Through African Perspectives," were not spectators to a cultural presentation, they experienced many cultures through their interactions with African students at The Ohio State University. We learned about ways of living, family life, art, oral and written literature, religious beliefs, history, and current concerns from our African consultants. We saw, through their eyes, many perspectives of a diverse continent. We also became citizens of the world by developing relationships with people of different cultures. Cross-cultural experiences help teachers become competent in knowledge and understanding of a complex global community. Teachers need to develop this cross-cultural competence if they are to be prepared to teach their students to become well-informed decision makers in a complex and interdependent world.

Mary McLeod Bethune's last will and testament sums up the ways in which this course influenced us:

I leave you love

our new friends, brothers and sisters.

I leave you hope

that through cross-cultural connections we can raise to new heights the hope for greater understanding.

I leave you the challenge of developing confidence in one another

through the collaborative efforts to seek and search for cross-cultural understanding through shared learning experiences did we rise to the challenges of questioning our belief systems.

I leave you a thirst for education

the quarter was too short—and even now a year later we are still teaching each other.

I leave you respect for the use of power

the label "consultant" helped to immediately eliminate the "exotic."

I leave you faith

with great leaps of faith we disclosed our thoughts and musings and opened the pathways to trust and "truth."

I leave you racial dignity

African and American, words that separately and together describe us but only now, through African eyes and American eyes, do they mean more than they ever did before. (1985, pp. 170-180)

NOTES

1. Dr. Merryfield asked the class to call her by her first name as part of her effort to break down the conventional hierarchy of university classrooms (instructor as the font of knowledge). In applying pedagogy for a global perspective to teacher education, there is an expectation that all participants are responsible for bringing their lived experience and ongoing reflective practice into the learning process.
2. Translates as "My Malian School Day."
3. Translates as "My Malian School Day."

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ADDITIONAL RESOURCES

See also Table 4.1 for references on books used in the course.

5

Assessing Teachers for Learner-Centered Global Education

GISELLE O. MARTIN-KNIEP

Rationale For Embedding Global Education Content With Appropriate Assessment
Determining What To Evaluate
Assessment Design Framework
- Learner Outcomes: Addressing the Question, "What Do I Want Teachers to Know and Be Able to Do?"
- Outcome Indicators: Addressing the Question, "What Do These Outcomes Mean in the Context of a Specific Course or With a Particular Group of Teachers?"
- Learning Opportunities: Addressing the Question, "What Kinds of Learning Experiences Should I Provide My Teachers so They Can Attain the Outcomes I Want for Them?"
- Assessment Strategies and Tasks: Addressing the Question, "What Do I Need to Collect or Administer to Prove That Teachers Have Grown Toward and/or Have Achieved Desired Outcomes?"
- Performance Standards, Scoring Criteria, Rubrics, and Exemplars: Addressing the Questions, "How Will I Communicate What Mastery or Accomplishment Means?" and "What Is Good Enough in Terms of Teacher Performance?"

Making the Pieces Fit: Linking Outcomes and Indicators With Learning and Assessment Opportunities
Teachers' Role in the Assessment Process
- Reflection and Its Role in Assessment

Assessing Different Kinds of Teachers

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I learned of the assassination of Itzhak Rabin, former prime minister of Israel, in the midst of writing this chapter. Like many around me here and in other countries, I was stunned and greatly saddened by this event. Even though politics is not my field, I can anticipate and imagine that this tragedy has significant implications for Israel and its various constituencies, for Palestine, for the United States, and for the already signed and the behind-the-scenes peace agreements. I sense the importance of this historical event and recognize that this is an opportunity for all of us to think about issues such as the role of violence in society, the paradoxes of free speech, and the delicate balance between peace and war.

As a teacher educator, I would like to believe that the teachers I have taught will recognize in these events an opportunity to grapple with fundamental issues and questions, such as: How much does the peace among nations depend on a man? What will the impact of these events be on U.S. policy toward Israel? and, Should the perspectives of all groups within a nation, however extreme, be considered equally? I want teachers who are educated in our colleges and universities to recognize that content matters, and that it is important for us to teach about the world if we want students to understand their role in local, national, and international communities. I also want them to see that curriculum, as in the learning opportunities we create for students (Walker & Soltis, 1986), needs to include the use of content in situated contexts along with opportunities to apply what is taught in personal and meaningful ways. Finally, I want teachers to believe, despite the messages received by administrators, parents, and even teacher educators, that curriculum is negotiable and dynamic: Current global events can be integrated into the curriculum, and we do not need to cover the Middle East in October and November so that we can deal with China in January.

The preceding outcomes call for distinct curriculum, instruction, and assessment practices. This chapter addresses the specific role of assessment in enabling teacher educators to reinforce and evaluate a curriculum and a pedagogy that integrate knowledge, skills, and attitudes related to the development of these and other outcomes associated with having a global perspective.

The chapter begins with a brief rationale for using authentic assessments in teacher education programs that seek to prepare teachers to teach global perspectives. This rationale is followed by the presentation of a framework that teacher educators can use to develop appropriate assessments for their courses and enhance the congruence among their curriculum, instruction, and assessment. Next, I discuss roles that teachers can play in the evaluation process and the unique role that reflection can serve as a means to enhance teachers' learning. The chapter concludes with a section on different approaches that should be taken when assessing preservice and in-service teachers.

Rationale for Embedding Global Education Content With Appropriate Assessment

The knowledge, skills, and dispositions associated with the development of a global perspective span a broad spectrum. This spectrum ranges from factual

knowledge about geography, world cultures, international events, and so on to complex dispositions such as the awareness that people hold different perspectives about the world, and that those perspectives influence the way they relate to each other. If teachers are to teach global skills and concepts, they themselves have to learn about and embody a global perspective. We cannot fully learn about intolerance or about open-mindedness unless we experience intolerance and its consequences. Because teaching global perspectives requires much more than specific content and skills, teacher educators need to use a variety of curriculum and instructional approaches. These approaches include content presentations and lectures; interactive, teacher-centered, and often collaborative activities; role-play and simulations; and experiential programs such as study tours abroad.

Programs that seek to develop a global perspective among teachers present teacher educators with unique assessment challenges, such as ascertaining teachers' willingness to teach a perspective on an issue that they do not hold to be valid, or evaluating teachers' ability to negotiate the boundaries between education and advocacy. Outcomes as complex as perspective consciousness or conflict resolution require assessments that (a) are embedded in rich learning experiences and (b) that enable teachers to communicate and demonstrate what they understand and can do. The additional demand that teachers not only acquire but also teach a global perspective calls for the use of *authentic assessment*. Authentic assessment refers to problems and challenges that call for the use and application of knowledge and skills in real-life or plausible problem-solving situations. In teacher education, authentic assessment refers to experiences in which prospective and practicing teachers can apply and package their learning in ways that mirror actual classroom practices. These experiences require that teacher educators teach content, curriculum, and pedagogical knowledge and skills in contexts in which teachers can apply such knowledge in the development of learning experiences for their students.

In the next section, I will categorize many of the different outcomes that teacher educators seek for their teachers, and propose some suggestions for the kinds of assessments that are most likely to represent teachers' learning.

Determining What to Evaluate

A commonly used taxonomy of learner outcomes involves grouping them in terms of knowledge, skills, and attitudes or dispositions. As can be seen in Table 5.1, knowledge-based outcomes include knowledge of the disciplinary content, which can serve as a vehicle for developing a global perspective, and knowledge of various teaching- and learning-related components. If our purpose is simply to determine whether teachers have acquired this knowledge, we can use paper-and-pencil measures, such as multiple-choice tests, short-answer essays, term papers, and the like. If we want to assess teachers' use and application of this knowledge, we need to use alternative forms of assessment.

As with the case of knowledge, skill-related outcomes include disciplinary content-related skills; curriculum, instruction, and assessment skills; and interpersonal skills. All of these skills call for the use of performance or product

Table 5.1

Knowledge-Based Outcomes
Subject-matter knowledge (from the sciences, humanities, social sciences, mathematics, etc.)
Pedagogical content knowledge, including knowledge about learning
Pedagogical knowledge or knowledge about how to teach different material to meet different purposes and to address the needs of all children
Knowledge of assessment and evaluation methodology
Knowledge of technology and media, such as computers, audiovisual technology, and computer-assisted instruction
Knowledge of curriculum (i.e., the means by which teachers can organize the presentation and use of material)
Skill-Based Outcomes
Use and quality of various instructional strategies such as lectures, discussions, debates, cooperative learning, and experience-based learning such as simulations and role-plays, cross-cultural experiential learning, community action projects
Use and quality of various assessment strategies such as paper-and-pencil measures, performances, portfolios, and process-based assessment
Curriculum-development skills, including the development of lessons, units, and courses
Curriculum integration skills that would make it possible to integrate content, skills, and/or school material with teachers' and students' backgrounds and experiences
Ability to match specific learning outcomes and purposes with appropriate curriculum and assessment
Classroom management and organizational skills
Interpersonal and communication skills
Ability to write and revise own work
Ability to manage controversy and negotiate conflict in the classroom
Ability to work with other adults
Use of a variety of sources of information to solve problems
Attitudes and Dispositions
Perspective awareness
Perspective taking
Tolerance
Open-mindedness
Reflectivity

assessments that provide teachers with the opportunity to apply and demonstrate their learning. In other words, to determine whether student teachers can develop lessons that reach different kinds of learners, we should examine the lessons that they develop and teach, rather than give them a paper-and-pencil test on their recall of specific lesson development approaches.

Attitudes and dispositions such as perspectives consciousness, and state-of-the-planet awareness are critical ingredients to the attainment of a global perspective and are harder to operationalize than are discrete knowledge and skills. They often require several and different learning opportunities for teachers but are also highly dependent on the teachers' own backgrounds, experiences, and orientation. The assessment of attitudes and dispositions can often be carried out through observations but may also require the use of authentic demonstrations and performances, such as exhibitions of teachers' ability to grapple with and teach controversial issues without unduly biasing their students.

We do not often teach content in the absence of process, nor do we try to foster certain attitudes in the absence of a knowledge base. In fact, many of us have realized that teaching content, skills, or attitudes in a vacuum does not produce the kind of learning we want for our teachers and that we need learning and assessment opportunities that integrate all three into a seamless whole. Unfortunately, we tend to overemphasize the use of tests and research papers, which document only a limited aspect of teachers' learning, and we often lack the know-how to incorporate evaluation into the learning experiences we provide for our teachers. Such knowledge would allow us, for example, to use a classroom discussion on the value of controversy in the learning process as both a learning opportunity and a diagnostic evaluation. In the following pages, I will describe a framework that can be used both to enhance the congruence among curriculum, instruction, and assessment and to develop more appropriate assessments of outcomes associated with the development of a global perspective.

Assessment Design Framework

This framework includes five key elements. These include learner outcomes or targets, indicators, learning opportunities, assessment measures, and scoring criteria and rubrics. The starting point in this design process (see Table 5.2) is the articulation of learner outcomes that guide the teacher educator's thinking about what teachers need to know, be able to do, and be like.

The use of learner outcomes as the basis for curriculum and assessment design has been endorsed by many different statewide and national curriculum and assessment efforts. Some examples include the different national standards efforts that are part of the Goals 2000 legislative effort (National Council on Education Standards and Testing, 1992), the New York State *Compact for Learning* (The University of the State of New York, 1991), and the *Connecticut Common Core for Learning* (Connecticut State Board of Education, 1990).

As will be illustrated later, learning outcomes or targets are the basis for the identification of specific learning opportunities and of assessment tasks and processes that can elicit teachers' achievement and performance. The design of

Table 5.2 Design Framework

Outcomes: What do I want teachers to know and be able to do?

Indicators: What does that look like in this specific course or with these teachers?

Learning Opportunities: What do I need to teach or have teachers experience so they will attain the outcomes?

Assessment: What do I need to collect or administer to prove that teachers have grown toward and/or achieved desired outcomes?

Standards/Rubrics: How will I communicate what mastery or accomplishment means? What is good enough in terms of teachers' performance?

tasks leads to the identification of performance criteria and, in some cases, to the use of scoring rubrics that help teachers understand the teacher educator's expectations and monitor their own performance.

The design process itself is recursive rather than linear and it is not uncommon, for example, to move from one element to another. For example, I often use indicators as the basis for the development of standards and rubrics and then redefine my learning opportunities to ensure that teachers have enough background information and skills to succeed in the assessment.

Learner Outcomes: Addressing the Question, "What Do I Want Teachers to Know and Be Able to Do?"

Learner outcomes are statements that describe what teachers should be able to do, know, or value as a result of their schooling. These statements can provide teacher educators with a framework from which to make informed decisions about how to best use available curriculum resources by taking a more critical look at our texts and teaching materials. They can also shift our attention from what we think we need to teach to what we believe teachers need to learn.

In my own practice, I have used outcomes to make important decisions about the specific content, skills, and experiences we want to emphasize and about those that can be set aside. This has been particularly important every time I have taught a social studies methods course for undergraduate elementary education students. This kind of course raises the need to ponder the adequate balance of disciplinary content, teaching methodology, and experiences that underscore the impact of social studies on future teachers' perspectives and views of the world. For example, because I wanted prospective elementary school teachers to incorporate global education into their teaching, independent of their subject or grade level, I decided to embed global education concepts and skills in all my units of study rather than treat global education as a separate unit.

Outcome statements are most effective when they (a) describe what teachers ought to know, are able to do and be like; (b) are stated in result-focused, observable, measurable, or inferable terms; (c) are developmental; (d) are reflec-

tive of broad goals; (e) are comprehensive and broad enough to be interdisciplinary; (f) are flexible in terms of how teachers attain them; and, (g) are specific enough to form the basis for outcome indicators and performance standards (Kniep & Martin-Kniep, 1995). Some of the outcomes associated with the development of a global perspective include the following:

1. Teachers will view the world from multicultural and global perspectives and will recognize that different people hold distinct views about the world.
2. Teachers will understand the role of individual and societal values in the evolution of human history.
3. Teachers will understand the positive and negative role of technology in society.
4. Teachers will examine events and issues by situating them in a context of time (past, present, and future) and space (local, national, regional, international, and global).
5. Teachers will appreciate the relationship between people's language and their culture.
6. Teachers will demonstrate an awareness of the importance of civic and community responsibility in a global society (note rubric on civic discourse in global education).
7. Teachers will develop curriculum and instructional materials that promote the attainment of a global perspective.

Outcome Indicators: Addressing the Question, "What Do These Outcomes Mean in the Context of a Specific Course or With a Particular Group of Teachers?"

Because outcomes associated with developing a global perspective are often broad and apply to different subject areas and disciplines, they are not immediately useful in terms of revealing the specific content, skills, and dispositions that should be addressed in a given course. Oftentimes, it is necessary to operationalize outcomes into more specific outcome indicators. Outcome indicators (or manifestations) are statements describing the specific knowledge, characteristics, and performances that are likely to demonstrate teachers' attainment of learner outcomes for a specific subject or course. Following is an example of an outcome and its respective indicators developed for a secondary social studies methods course:

Outcome:

Teachers will develop instructional materials that enable students to examine events and issues by situating them in the context of time and space.

Indicators:

1. Teachers will use time lines and other graphic representations to indicate the impact of different migration movements on the evolution of a nation.
2. Teachers will analyze the effect of specific geographical attributes on a country's economic development.
3. Teachers will discuss the implications of a nuclear or ecological accident, given different geographic locations.

Outcome indicators enable different instructors to explicitly define what it means for a teacher to attain a specific outcome, which in turn directly informs the kinds of assessments that need to be used so that teachers can make this attainment evident. The process of generating outcomes is as useful as our ability as teacher educators to operationalize them so that we can discern specific content and learning indicators. These indicators can then become the means by which we can examine and select specific teaching and instructional material from our curriculum resources.

In my social studies courses, for example, I have sometimes divided my course into units, each one underscoring a different social science. I have then used my outcomes and indicators as the means by which I select the specific factual, conceptual, and process material for each of the social sciences that I use as unit organizers.

It has taken me several years to shift from planning my courses around available texts and other resources to using outcomes and indicators as the basis for my course and assessment design. It seems a lot easier to use existing textbooks and discrete lesson plans, teachers' guides and packaged instructional systems, than to develop a yearlong curriculum around learner outcomes, pondering consistently the extent to which daily and weekly activities are likely to result in their attainment. Nonetheless, the benefits that I have derived from the latter process include my being more targeted as a teacher educator and more effective as an assessor.

Learning Opportunities: Addressing the Question, "What Kinds of Learning Experiences Should I Provide My Teachers so They Can Attain the Outcomes I Want for Them?"

After completing the identification of outcomes and indicators, we can proceed to define the kinds of learning opportunities that could enable teachers to attain desired outcomes. Learning opportunities should be specific enough so they can become the basis for laying out the scope and sequence of a course of study, yet they should be stated in sufficiently general terms to accommodate for the joint negotiation of the curriculum by teacher and teachers as well as the emergence of "teachable moments." Learning opportunities should also be informed by current research on both content and effective instruction.

Following is an example of a learning opportunity associated with the outcome: "Teachers will view the world from multicultural and global perspectives and will recognize that different people hold distinct views about the

world." This activity was used with graduate teachers in a course on curriculum development and issues.

1. Locate 3 to 4 accounts of the same historical events, such as the American Revolution, slavery and the Civil War, or the War of 1812, that were written in different periods of history, by different authors, or in different states or countries. After the accounts are located and analyzed, circle all the facts and underline all the inferences of each account. Then answer the following questions:
   a. How are the accounts alike?
   b. How are they different?
   c. What are the values and biases of each writer?
   d. Where did the writers obtain information about the accounts they wrote?
   e. What generalization can you make about the *nature* and *writing* of history?

2. Class discussion of the needed adaptations of this material for use with different student populations.
3. Development of a lesson plan for upper elementary teachers in which they use different primary and secondary sources as a means to understand the concept of multiple perspectives.

Learning opportunities are more likely to be successful in terms of allowing teachers to integrate knowledge, skills, and dispositions, when they (a) require coherence and integration of knowledge, (b) involve knowledge and skills and ability to acquire them, (c) require use of knowledge in problem solving, (d) require teaching ways to use resources, (e) validate teachers' prior knowledge, (f) require teaching of strategies for self-regulation and attention to metacognition, (g) require the display and modeling of group competence and achievement, (h) are holistic and integrative, and (i) are adapted to learning approaches in different domains of knowledge. These characteristics are comprised in much of what has become known as an authentic pedagogy,[1] and are well suited to the use of authentic assessment.

Assessment Strategies and Tasks: Addressing the Question, "What Do I Need to Collect or Administer to Prove That Teachers Have Grown Toward and/or Have Achieved Desired Outcomes?"

Having identified learning opportunities, teacher educators can proceed to determine the kind of evidence that can be used to document teachers' progress and achievement of the learner outcomes, or of the kinds of tasks or events that can produce such evidence. These assessments should be developed in the context of defining the specific purposes that teacher educators have for the use of assessment data.

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The use of broad learner outcomes as the basis for designing curriculum and assessment leads to the need for authentic assessments such as portfolios, performances, and exhibitions. Portfolios are purposeful collections of work that document learners' efforts, progress, and achievement in one or more areas of study. Performances are events in which learners publicly demonstrate their application of knowledge and skills. When used as culminating summative evaluations, as in the case of a graduation exhibition of a teacher's ability to teach global perspectives to K-12 students, performances are called exhibitions. Performances and portfolios are deemed authentic when they embody real-life products and performances. An oral presentation to one's peers and instructors is a performance assessment. When the presentation is tailored for an audience or purpose beyond the course instructor, such as to inform a group of visiting Japanese teachers of interactive strategies used to teach collaboration in the United States, the performance is considered authentic.

These assessments demand careful thought in defining both the parameters for tasks and collections and the performance criteria that are to be used. They also require that our curriculum and pedagogical approaches be authentic in and of themselves. Good assessment should (a) enhance and not just measure learning; (b) be responsive to what we know about how people learn; (c) help teachers become the kinds of professionals we want them to be; (d) be formative as well as summative, allowing teachers the opportunity to continuously revise and improve upon their work; (e) be substantive and embody current knowledge of good practice in both curriculum and instruction; and (f) provide teachers with meaningful learning opportunities, such as cross-cultural interactions, and access to different perspectives on various content and curricular issues.

Following are two sample authentic assessment tasks, along with the scoring sheet used to evaluate the lessons:

> Choose an important current controversial international issue; identify primary sources that portray at least three different perspectives on that issue. Design, teach, and reflect upon a lesson plan in which fifth-grade students will use the materials you have compiled to better understand and evaluate these perspectives.

> Create and teach a 1- to 3-day lesson that uses a simulation to teach the concept of global interdependence. The simulation should build on what you have learned by playing *Living in a Global Age*, a simulation of global interdependence in which diplomats trade resources and technologies to complete a system (Stanford Program on International and Cross-Cultural Education, 1984), and *Rafa-Rafa*, a simulation of creating and visiting other cultures (Shirts, 1976). Your lesson should enable high school students to understand the concept of interdependence and apply that knowledge to a global issue.

Along with performance tasks, portfolios can assist teacher educators in documenting teachers' attainment of learner outcomes associated with the de-

SCORING SHEET FOR LESSON PLAN

Lesson developer: _____

Lesson topic: _____

Grade level: _____

Evaluator (if not rated by lesson developer): _____

1. Lesson has stated objectives (1-5) _____
2. Lesson objectives are addressed by activities (1-10) _____
3. Lesson addresses significant content from one or more social sciences (1-10) _____
4. Lesson addresses global education concepts and skills (1-15) _____
5. Lesson is appropriate for grade level (1-10) _____
6. Amount of time devoted to significant content is sufficient in terms of addressing lesson objectives (1-10) _____
7. Procedures are clearly stated and easy to follow (1-5) _____
8. Required instructional materials are included (1-5) _____
9. Instructional materials are relevant to lesson (1-5) _____
10. Instructional materials are substantive (1-10) _____
11. Lesson requires active student involvement (1-15) _____
12. Lesson addresses basic skills and higher order thinking (1-15) _____
13. Lesson begins with appropriate contextual information for the teachers (i.e., description of lesson objectives, motivational activity, or student-driven inquiry (1-10) _____
14. Lesson allows for time to process what was learned (1-10) _____
15. Lesson includes assessment procedures that tap knowledge-in-use and not just information recall (1-15) _____

Maximum score: 150 points Lesson score: _____

Strengths of lesson: _____

Ways in which lesson could be improved: _____

velopment of a global perspective and the ability to teach others to attain one. Portfolios are most effective when they involve those who compile them not only in the development of criteria for selecting portfolio entries but also in the selection, reflection, and evaluation of these inclusions and of the portfolio as a whole.

Following is a description of a portfolio required in an introduction to curriculum and instruction course for all preservice teachers in an undergraduate teacher education program.

COURSE PORTFOLIO

The outcomes sought by this course include (a) applying curriculum-related concepts in the development of curriculum activities and lessons; (b) incorporating global concepts and skills into curriculum activities and lessons; (c) developing observation, analysis, and critical thinking skills as a learner and curriculum developer; (d) creating meaningful linkages between knowledge of curriculum history and the exploration of current and future trends in curriculum development; and (e) understanding and articulating the intrinsic relationship between curriculum, instruction, and assessment.

Write a letter explaining the extent and the ways in which you have attained these outcomes (*this will be the most important component of your portfolio*). To support your explanations, use specific examples from classroom activities and assignments, from your fieldwork observing and working in classrooms, and from your journal. This letter should also include your ideas as to the course components that supported or constrained your learning as well as your reflections on some of the things you realize you have to work on to further your learning of curriculum, instruction, and assessment.

Your portfolio should include (a) letter to reader; (b) portfolio selections; (c) three successful lesson plans, with accompanying earlier drafts and a statement describing the changes you made after teaching them; (d) polished classroom observation (following the format of the classroom observation assignment) that links your observation to one of the topics addressed in class; and (e) a write-up on the lesson you presented to your peers that includes not only their feedback but also your analysis of its strengths and weaknesses, the modifications you had to make when you taught it, and the changes you would make if you were to teach it again. Be sure to append a copy of the lesson itself.

Performance Standards, Scoring Criteria, Rubrics, and Exemplars: Addressing the Questions, "How Will I Communicate What Mastery or Accomplishment Means?" and "What Is Good Enough in Terms of Teachers' Performance?"

Explicit standards and scoring criteria provide instructors and teachers with powerful images of what is deemed to be of high quality. This is important, because all too often we assign work without really knowing what teachers will produce; we do this because we consider the assignment important, because teachers seem to like doing it, or because we have assigned the work in the past. In these cases, we tend to discover excellence as we examine and grade the work of those teachers who produce exemplary work. The timing of this discovery does not allow us to use our newly acquired clarity, in terms of examples of good work, to help other teachers produce work of comparable quality.

Many teachers need to be guided toward producing work of good quality because the assignments are [illegible] different from what they are familiar with in the

outside world, or the assignments seem too vague or unclear, or the teachers have not received clear information about the specific criteria guiding the assignment. When we accompany assignments with clear and descriptive performance criteria and, when necessary, support such criteria with rubrics and exemplars, we convey our expectations for teachers' work and achievement in ways that they can understand and utilize. This, in turn, makes it possible for teachers to identify the attributes of exemplary work, helps them monitor their own performance and achievement, and serves as a scaffolding for the continued refinement and improvement of their work or performance.

Using explicit criteria to evaluate teachers' performance enhances the overall credibility of our evaluation systems and of our professional judgment in a number of other ways. Rubrics and criteria enable other stakeholders, such as resource or support staff, and program administrators to understand faculty's criteria for judging teachers' work. They also validate instructors' grades. The latter is particularly important because all too often our grading is the result of highly subjective evaluations and idiosyncratic standards.

The process of designing performance standards is recursive or cyclical. We begin this process by describing the attributes of a product or process that is considered exemplary. For example, in defining the attributes of an excellent oral presentation, we could generate the following criteria:

> The material presented included different perspectives, was well researched, current, accurate, and relevant; the presentation was well organized and supported by visuals or media that clarified or accentuated the most important points; the presentation was thought provoking and interactive, drawing where appropriate on the audience's questions or comments; the presenter was assertive, clear, and understandable; the teacher provided both a context or introduction and a closure or conclusion to the presentation.

These criteria can be used as a basis for a discussion with teachers of the distinguishing attributes that can be used to differentiate a flawless, substantive, and engaging oral presentation from one that is lacking in one or more dimensions.

Two of the most commonly used kinds of scoring rubrics are holistic and analytical rubrics. A *holistic rubric* assigns a single score to a product that is reflective of competence with regard to overall performance. Holistic rubrics capture the whole of a product or performance, are defined on a rather narrow scale, rely on multiple descriptors, and are limited in value in terms of providing precise diagnostic information. However, they are efficient means for sorting student work into comparative and discrete levels of achievement along a continuum from the bottom to the top of the scale. The following is an example of a holistic writing rubric for a persuasive letter assignment that can be used in a high school social studies class. In this assignment, students select and study a global issue of their choice and then write a letter to the social studies department, seeking to persuade its members to use this global issue for an extensive unit on human rights that is to culminate in a mock United Nations in the school.

6	Takes a strong, convincing position; well organized, persuasive argument with accurate, supporting evidence; discusses all significant issues with understanding of important relationships; examines the problem from several perspectives.
5	Takes a well-defined position; organizes argument with good supporting evidence; discusses the major issues and shows some understanding of the relationships among them.
4	Offers a clear, plausible position; organizes argument with adequate evidence; considers several ideas or aspects of the issue.
3	Offers a specific position; presentation has basic organization; limited evidence applied to general conclusion; considers more than one idea or aspect of the issue.
2	Offers general position; presentation has only minimal organization; uses generalities to support position; considers only one aspect of the issue.
1	Position is vague; presentation is brief, with unrelated general statements; view on issue is not clear; statements tend to wander or ramble.

An *analytical rubric* describes and scores each of the tasks or domain attributes separately, uses limited descriptors for each attribute, has a scale that can be both narrow and broad, and allows for specific diagnostic feedback. Analytic rubrics are especially useful for diagnostic purposes because they provide teachers with specific feedback on the strengths and weaknesses of their performances. Rubrics can be created to assess processes (e.g., cooperative learning, discussions, critical thinking exercises, habits of mind), products (e.g., portfolio, research paper, investigation, creative writing assignments, and other artistic products), and performances (e.g., oral presentations, debates, and panels). Following is a holistic scoring rubric for assessing civic discourse, an important dimension in evaluating students' abilities to use global knowledge and cross-cultural skills in real-life forums (see Table 5.3). This rubric could easily be converted into an analytical rubric by separating the descriptors for the presentation of knowledge from the presentation skills and the engagement of audience. With such separation, students could receive a different score for each scoring dimension.

In the absence of multiple samples of teachers' work when we first design a rubric, it is difficult to generate precise scoring rubrics or to even determine precisely how many levels of performance should be described. Thus, we should assume that initial rubrics are subject to significant revision. After using a rubric for the first time, we can refine it by stacking teachers' work into piles that share similar characteristics. The analysis and description of the attributes within each stack of work enhance the clarity and validity of the rubric's dimensions and performance levels, which, in turn, help faculty and teachers use them to monitor and evaluate subsequent products and performances. Holistic and analytic rubrics can be generic, addressing general areas such as writing, public speaking, or task-specific (i.e., persuasive speech on supporting or attacking current trade agreements with China). In general, analytic rubrics provide more specific diagnostic information on the strengths and weaknesses of a product or performance

Table 5.3 Assessing Discussion of Public Issues

SCORING RUBRIC

The overarching consideration in scoring is the degree to which a student's contribution to the conversation clarifies the policy issue being considered and helps the group make progress toward resolution. Three elements of performance focus the assessment: whether or not the student has (a) presented accurate knowledge related to the policy issue, (b) employed skills for stating and pursuing related issues, and (c) engaged others in constructive dialogue. A student's contribution to the conversation receives one of five scores:

Unsatisfactory (1)	*Minimal (2)*	*Adequate (3)*	*Effective (4)*	*Exemplary (5)*
The student has failed to express any relevant foundational knowledge and has neither stated nor elaborated any issues.	The student has stated a relevant factual, ethical, or definitional issue as a question or has accurately expressed relevant foundational knowledge pertaining to an issue raised by someone else.	The student has accurately expressed relevant foundational knowledge pertaining to an issue raised during the discussion and has pursued an issue by making a statement and elaborating the statement with an explanation, reasons, or evidence.	The student has accurately expressed relevant foundational knowledge pertaining to an issue raised during the discussion, pursued an issue with at least one elaborated statement and, in a civil manner, has responded to a statement made by someone else by challenging its accuracy, clarity, relevance, or logic.	The student has accurately expressed relevant foundational knowledge pertaining to an issue raised during the discussion, pursued an issue with an elaborated statement, and has used stipulation, valuing, or analogy to advance the discussion. In addition, the student has engaged others in the discussion by inviting their comments or acknowledging their contributions and by constructively challenging the accuracy, clarity, relevance, or logic of statements made. The caliber of this performance would merit public presentation as an outstanding example of engaging civic discourse by a student.

SOURCE: From "Assessing Discussion of Public Issues: A Scoring Guide," by David E. Harris, in press, *Handbook on Teaching Social Issues*, edited by Ronald W. Evans and David Warren Saxe, Washington, DC: National Council for the Social Studies. Adapted with permission of the author.

than holistic rubrics because they allow for a clear and separate articulation of each of the scoring dimensions.

A cautionary note when constructing rubrics is not to be too formulaic and narrow because this may dilute the characteristics of authentic tasks or be constraining in terms of allowing teachers to use their imagination and creativity. Problems tend to develop when we define work or performance in terms of quantitative descriptors that may inhibit the range of performance. The following illustration is typical of a narrowly construed descriptor based on quantity rather than quality; a successful piece of work is more than the sum of its parts:

> The report should be typed in no less than 12 and no more than 15 pages. It should include the use of at least three books, only one of which can be a general reference book like an encyclopedia. The remaining two should be primary sources written by authors with two different perspectives.

The description above is problematic for several reasons. First, it describes the form of the report and some of its components but fails to address the content and qualities that would make this report a good one. Second, there is no rational justification for a paper's length. Authentic criteria such as intended purpose, desired effect, audience needs, and depth of research should determine length. Finally, in addition to defining a minimum number and type of sources, the rubric should underscore how these different sources should be used in writing a substantive and relevant report. Rubrics like the one above falsely promote the concept that good work consists of sufficient quantity instead of quality. Many learners want specific guidelines about the so-called mechanical concerns in their work. These concerns should be discussed and presented in the context of examining authentic products and performances produced outside school.

Teacher educators can reduce teachers' anxiety about rubrics by working with them in developing relatively simple rubrics that are pertinent to the interests and concerns of the teachers. For example, most secondary social studies teachers are interested in learning how to grade essays. By examining a set of essays and delineating the characteristics of excellent versus satisfactory versus poor essays, teachers can develop a rubric and experiment with using it and improving it. Teacher educators can take teachers though the process that they used in developing rubrics for assessing assignments, portfolios, or classroom instruction. Teachers need to use and construct rubrics to appreciate their use in teacher education courses. Finally, if unaccompanied by models, rubrics may not fully convey what we want teachers to do. Exemplars compliment the use of rubrics by tangibly depicting desired attributes of quality in products and performances. These models embody standards and scoring criteria and provide powerful images of high quality. If used systematically and throughout the instructional process, exemplars can guide teachers' thinking, planning, development, and performance. This increase results in the welcomed situation of having to raise the standards for subsequent generations of teachers.

Teacher educators can use multiple and different exemplars to provide teachers with an opportunity to internalize attributes of quality. Using one, and even two exemplars, can lead to treating the exemplars as recipes and copying

them. Therefore, faculty should show teachers at least three different exemplars that depict very different approaches to producing quality work. In addition, faculty should draw from different *kinds* of exemplars, including (a) products or processes produced by comparable groups of teachers to the ones being shown the exemplars; (b) products from teachers in more advanced courses or programs; and (c) models produced by expert teachers and other professionals outside the university (i.e., professional published work, political debates, public performances). In my courses, I have used the idea of different exemplars by showing student teachers videotapes of lessons involving controversial issues taught by teachers with different levels of expertise.

In some cases, it is possible to identify attributes of exemplary quality by examining work that does not meet exemplary status. This could be done by asking teachers questions such as: "How could we improve on this curriculum unit so that students are better able to understand the concept of economic interdependence?" or "What additional perspective should be included in the presentation so that students can better understand issues related to sustaining the peace accords in Bosnia?" Even work that is not excellent can be used to depict the attainment of one outcome and not another. For example, the instructor might use a piece of writing that depicts high levels of critical analysis but may be lacking in mechanics or standard conventions.

A problem in using and interpreting exemplars relates to determining the extent to which they were initiated and produced independently by the preservice teacher or if they were scaffolded or supported by the teacher educator or by others (i.e., learning resource center). This is not an insignificant problem when we consider the heterogeneity in the student and teacher population we serve. Therefore, it is important for teacher educators to annotate exemplars by describing the contextual and support-related factors that led to their creation.

To reconcile the use of exemplars, standards/criteria, and rubrics, we need to summarize the distinctions among these terms. *Criteria* refer to the different conditions that performances or products must meet to be considered of high quality. *Standards* are set once the task or process and its appropriate criteria are established. Standards characterize exemplary performance. *Exemplars* depict standards. Standards are not the same as expectations. *Expectations* refer to what we hope for and believe teachers should produce. It is very possible that most, if not all, undergraduate students who have taken only a couple of methods courses will not reach the performance standards for the development of lessons and units that can be reached by experienced teachers. However, not reaching such standards does not mean we should not use them as a means to "stretch" future teachers.

As teacher educators, we must decide how we will translate standards into expectations in terms of grades. For some rubrics, it is possible to have a one-to-one correspondence between the rubric and the grade; for others, the conversion might entail equating a lower point on the rubric to the top grade. Nonetheless, reconciling assessments and grades requires much more than technical solutions. In essence, grading is a normative process informed as much by political and philosophical issues as by technical concerns. Because of this, rational grading and reporting mechanisms can be defined only after having substantive conversations with other faculty members, teachers, and members

of the administration regarding the use and value of grades and reporting procedures. These conversations can be greatly enhanced by the pursuit of a shared definition of learner outcomes and performance standards that is supported by representative teacher work.

Making the Pieces Fit: Linking Outcomes and Indicators With Learning and Assessment Opportunities

Learning and assessment opportunities should be intrinsically linked to specific outcomes. Because outcomes are broad and often interconnected, it is possible to create learning and assessment opportunities that address more than one outcome at a time. In general, when authentic learning and assessment are desirable, it is better to rely on fewer but more comprehensive learning and assessment opportunities than on more frequent but decontextualized ones. It is often useful to describe the linkage among outcomes, indicators, and learning opportunities to determine the extent to which these are articulated and supported.

An example of the articulation of outcomes, indicators, and learning opportunities for a global education course follows:

Outcome:

Teachers will demonstrate an awareness of the importance of civic and community responsibility in a global society.

Indicators:

1. teachers will articulate different ways of contributing to the well-being of their local community;
2. teachers will engage in self-reflection concerning their role as citizens in a global world;
3. teachers will devise strategies for influencing community participation toward the improvement of local economic or social conditions;
4. teachers will describe the influence of current global issues and problems on their lives.

Learning opportunities:

1. group investigations of a current global issue and its impact on their local community;
2. individual student research studies on strategies for mobilizing community members to action;
3. group investigations on the effect of different local issues on people from different cultures and socioeconomic conditions.

Assessment tasks: Select one:

1. Develop a campaign to raise community awareness of a global issue and of the role that the community can play to address it.
2. Write an investigation of a current global issue and its implications on the local community.

3. Write an editorial or persuasive letter to a government official to take a position on a local issue affecting the well-being of the community.

Teachers' Role in the Assessment Process

There are a number of strategies for involving teachers in the design and use of authentic assessments. These include (a) articulating desired learning outcomes for units or other portions of a course with the teacher; (b) identifying the forms of evidence or means by which teachers will demonstrate their knowledge, skills, or understandings (i.e., research paper, curriculum unit); (c) identifying processes/time lines for producing evidence of performance or work (i.e., a team-developed collage or performance that is done over 1 week vis-à-vis an individual report produced over a 3-day period); (d) defining performance standards (i.e., audience engagement, use of sources, good introduction, etc.); (e) developing scoring rubrics; (f) reflecting upon and evaluating their work; and (g) presenting their work to their peers and assessing their peers' work.

Involving teachers in the assessment process enables them to better understand what they are learning and why such learning is important. It also enhances the possibility that they will be better able to incorporate the use of explicit standards and appropriate assessments in their own teaching.

Reflection and Its Role in Assessment

A critical form of teacher involvement in assessment lies in the use of reflection. Reflection involves thinking about our thinking. In terms of assessment, it includes not only asking teachers to consider and express their thoughts related to the content and skills taught and learned but also having them speak to the personal meaning that they derive from learning and assessment experiences.

Reflection can focus on content, process, and affect. As teacher educators, we can ask teachers to reflect upon the (a) values and qualities of single products or performances, (b) process by which they have completed work, and (c) qualities and meaning of their portfolios. Some examples of the three kinds of reflective questions follow.

Reflection on single pieces

What do you see as the special strengths of this lesson?

In what ways has this lesson contributed to students' understanding of the concept of interdependence?

How do you expect this lesson to affect students who have recently immigrated to this country and do not know about its history?

What have you learned about your ability to develop curriculum from writing this unit?

If you could go on working on this project, what additional perspective would you include so that students better understand U.S. policy toward immigrants from Mexico?

Reflection on learning process

Where did you get your idea (ideas) for this particular unit?

Why did you begin and end the lesson this way?

How did you go about constructing this simulation? What stages did you go through?

What aspects of teaching perspective taking are easy or difficult for you?

How have you changed in your ability to help students understand conflict since you began this program?

If you wrote more than one draft of the lesson, how did the lesson change?

How did you know that you were on the right track as you were working on it?

Reflection on portfolios

In what ways do the pieces in your collection illustrate what you can do as a teacher?

Describe the differences between the first lessons you produced and taught this year and your more recent ones, in terms of incorporating global concepts and skills.

What makes your most effective lesson plan in this portfolio different from your least effective one?

In what ways is your ability to recognize and teach multiple perspectives reflected in this portfolio?

The use of reflective and self-evaluative questions and activities results in our discovering aspects of teachers' learning that have been otherwise hidden. As we learn to value and foster such reflections, we can help our teachers use reflection more effectively and become better self-assessors and learners. The following portfolio reflection excerpts from an undergraduate and a graduate student, respectively, illustrate the value of reflection.

> The first three items in my portfolio are my three successful lesson plans. Each lesson plan is accompanied by prior drafts. My social studies lesson required a great deal of revising, specifically on the sections titled Rationale, Context Setter, and Procedures. I still have difficulty presenting and managing controversial issues without

> feeling uncomfortable. As you mentioned on the lesson evaluation, my lesson was extremely dry and required a great deal of thought and revision before I could make it interesting for the teachers. I had also bogged my rationale down with specifics on the topic that was going to be addressed instead of focusing on the purpose of the lesson and why it was important to teach it.
>
> As for my own assessment of this unit plan, I am pleased with it as a whole but I am aware that certain portions need revision. I feel that it is structurally cohesive and carries out the intentions set forth in my Rationale, the seed from which all lesson plans, assignments, and assessment methods generated. . . . The Motivational Activity in Lesson Plan #1 offers a powerful, dramatic entree to the course and plows a direct path into the affective domain. Some of the follow-up questions, however, could benefit from some revision. . . . I still need to work on helping students relate their own personal experiences to the material on religious tolerance. Lesson Plan #2 is, in my opinion, the weakest of the lot, mainly because the topic is too broad and philosophically complex to be covered in one lesson. It needs to be thought through more carefully, and I would have to decide whether to give it the time it deserves (spreading it over two or three lessons), or limit its scope altogether. In any case, the Specific Objectives should be more clearly focused and the questions reformulated.

In the context of teaching global education, reflective practices can help teachers better understand and manage their own beliefs and positions about the issues they teach. It can also help them learn about students' thinking and beliefs that lie beneath the work they produce. This is particularly important when we consider that much about global education is not only about possessing certain information but rather about how we think and feel about the information that we have.

Assessing Different Kinds of Teachers

Using assessments that are congruent with the kinds of outcomes we want for teachers is important with all kinds of teachers and in all kinds of educational programs. There are, however, some differences in the extent to which we can use the same kinds of authentic assessments with different groups of teachers. For example, we can more effectively assess teachers' ability to develop and implement curriculum approaches in in-service programs, because students in such programs are practicing teachers themselves and they can implement what they are learning in their own classrooms. Classroom-related assessments that are developed for preservice teachers and undergraduate students can at best become approximations of real classroom contexts.

A teacher educator who is teaching preservice teachers might begin by assessing their global education concepts and skills. At the preservice level, the assessment focus should be extended to include teachers' ability to design and

teach lessons and units that include global education concepts and skills; and at the in-service level, assessments should seek the refinement and increased sophistication of teachers' curriculum development and integration skills, and the infusion of global education into different content areas.

Similarly, experiences such as study tours and in-depth cross-cultural opportunities provide a rich and natural forum from which invaluable assessment data can be elicited. There are no substitutes for observing the real-life interactions between our teachers and members of different groups and cultures. After all, assessing teachers' perspective-taking abilities is very different when such perspectives are on paper and about historical events than when we, as individuals, are faced with situations in which we must negotiate, tolerate, or accept different points of view.

We must also recognize that our assessments need to be modified so that factors such as language or cultural background do not unduly affect learners' performance on tasks or processes. Assessment bias can be minimized by using multiple and different assessment measures that call for different modes of representation (i.e., oral, written) and by investing sufficient time in obtaining some diagnostic data on all our teachers early in our courses. We can also reduce bias by keeping a close check on our own knowledge and understanding of the cultures and perspectives of our teachers.

Regardless of the context in which we teach or the population that we serve, there is more to developing a global perspective than knowing certain content. If we want teachers to develop a global perspective and eventually teach and assess so that their own students will have such perspectives, we must teach and assess in ways that are congruent with the knowledge, skills, and dispositions that are associated with such attainment. We must, as described in this chapter, strive to produce a coherence among what we want teachers to know and do, what we teach them, and what we document as evidence of their learning.

NOTE

1. Two important sources on the characteristics of authentic learning are Newmann and Wehlage (1993) and Resnick and Klopfer (1989).

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6

Student Teaching Overseas

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Individual Choices

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Within the teacher education curriculum, student teaching offers the best instructional opportunity for ensuring that graduates have a global perspective as they enter the teaching profession. Prospective teachers develop their teaching abilities through student teaching while living and working in a selected community and school. By choosing placement sites in other countries, teacher educators offer students the opportunity to not only develop their teaching proficiency but also to broaden their understanding of our world and its people. These understandings, gained through life experience, have a lasting effect on the lives and instructional decisions of teachers.

This chapter offers teacher educators both a rationale for presenting students the option of student teaching in other societies and guidelines for making overseas student teaching placements.

Rationale for Student Teaching in Other Countries

To the question, "Why offer student teaching placements in other countries?" we might well answer, "Why not?" This rhetorical response seems less impertinent when we look at our own profession of teacher education from a global perspective and recognize that our colleagues in other countries are also concerned about effectively educating prospective teachers. From this viewpoint, we also better understand that the basic qualities of effective teachers are universal, that kids are kids no matter where they live, that every teaching experience offers teachers the opportunity to learn more about the teaching-learning process, and that no two teaching—or student teaching—experiences are the same. It is on the recognition of these truths that the rationale for overseas student teaching is based.

Universal Traits of Student Teaching

As with domestic placements, student teaching overseas provides students the opportunity to apply knowledge and skills acquired in teacher education course work; demonstrate attitudes consistent with good teaching; apply multiple principles of learning and multiple teaching strategies; begin to identify with the role of a teacher; develop entry-level competence in the full range of teaching functions; demonstrate professional and ethical behavior; and assess, along with university and school personnel, competence and potential for growth as a teacher. There is no reason these and other goals of student teaching cannot be fulfilled in an international setting.

Whether in a domestic placement or overseas, the key person in the student teaching experience is the cooperating teacher. This individual brings to life the profession of teaching by sharing expertise, observing activities planned and introduced by the student, offering advice regarding effectiveness of teaching and management techniques, and providing support for students as they make the transition from student to professional educator. By accepting the premise that there are educators in all instructional settings who can offer this guidance,

we open ourselves and our students to learning from educators in schools around the world.

In all placements, the success of this supervised teaching experience depends on the relationships that are developed between colleges and P-12 schools and between preschool through Grade 12 teachers and administrators, university personnel, and student teachers. These cooperative relationships are fostered through contacts that student teachers, supervising personnel, and administrators have with one another. Given developments in global communications systems and travel, it is easier to form these interactions on a worldwide scale and to ensure they are beneficial for all participants. Even concepts such as teaching centers or professional development schools can be easily placed in a global context, with there being little reason that a college cannot have, as centers for teaching practice, schools in a variety of locations around the world.

Another almost universal trait of our programs is that students enroll in a teacher education institution near home and seek employment in the same region. But our graduates may not find employment near home. They may teach in different and ever more culturally diverse school settings and their students will be living in a global society. As teacher educators, it is our responsibility to ensure our graduates have a global view of our world, to prepare them to be effective teachers in multicultural settings, and to ensure that they have a background to share with their students as they prepare for living in the global village of the 21st century.

One way of preparing students for their work in the global village is to require completion of student teaching in a community different from those with which they are familiar. Whether in a domestic or an international setting, student teaching offers the opportunity for students to live and work in a community for an extended period of time, to learn from a new life situation, and to grow as educators and as individuals. By offering student teaching placements in communities with different characteristics, we can help students expand their worldview and increase their cultural awareness while developing their expertise as educators.

College Commitment

When a teacher education faculty places priority on ensuring that their graduates have a global perspective, they must demonstrate their commitment in their actions. Ensuring that a global perspective is integrated into course work on campus is one means of showing this commitment. But, as teacher educators, we recognize that although it is possible to develop cognitive understandings about teaching in the classroom, it is the practicum through which our effectiveness as teachers comes to light. Similarly, cognitive understandings about our world can be fostered in the campus classroom, but it is in the practical experience of living and working in another society that the reality of our interdependence comes to life. By integrating overseas study experiences into the teacher education program, faculty clearly demonstrate their commitment to fostering global understanding and their recognition of the significant impact of international experience on learning.

Whether in the United States or in another country, by assigning student teachers to communities and schools that introduce them to different cultural groups and economic settings, we can help expand their worldview. By choosing schools in other countries for placements, we add a dynamic to the student teaching experience that can further challenge students' philosophical positions about education, foster their independence and self-confidence, and offer them the opportunity to view their home country from the perspective of citizens who live outside its borders. These experiences broaden the worldview of our graduates and increase their ability to foster global understanding among their students.

Resource for Schools

When schools are looking for individuals who can bring a global perspective to their teaching and curriculum development, those individuals who have lived and taught in other countries can make a clear case for the valuable insights and expertise they can bring to the school and its students. Individuals who student teach overseas gain knowledge of alternative ways of teaching, such as whole language instruction from New Zealand, site-based management from England, models for teaching classes with students representing several cultural backgrounds from Australia, or processes for the continuing education of Russian teachers. They also develop a broader perspective of our country and its educational system and, in many cases, acquire a fuller understanding of the cultural backgrounds of students enrolled in our schools than their peers who student teach in the United States. Many employers recognize the value of this knowledge, which has been gained through direct experience, for its positive effect on the worldview of their pupils, colleagues, and community.

An Old Idea

It is also valuable to recognize that placing student teachers in schools in other countries is not a new idea, nor one limited to colleges and universities in the United States. Teachers have long been prepared for their profession in one society and practiced it in another. Student teaching overseas is but one extension of this reality.

Several colleges and universities, individually or through consortia, offer their students the option of student teaching in other countries. Among these programs, the Minnesota-based Moorhead State University Student Teaching Abroad (STA) program is one of the longest running. Through STA, more than 1,700 student teachers from 102 Canadian and U.S. colleges and universities have been placed and supervised in P-12 schools in 66 countries since 1969. Using a similar program model and working cooperatively with the STA program, faculty at the University of Minnesota, Morris (UMM) have placed more than 175 students from 30 colleges and universities in 7 additional countries since 1988 through the Global Student Teaching (GST) program.

Teacher educators and governments in other countries also create opportunities for their prospective teachers to complete practicum requirements abroad.

Ballarat University College, near Melbourne, Australia, is one example. Through this college, students have the opportunity to teach in schools in Asian and South Pacific Island countries as well as in the United States. There are many examples of students from countries in various parts of the world completing teaching licensure requirements or graduate work in pedagogy in the United States and other countries in preparation for teaching positions in their home countries.

The University of Minnesota, Morris Case

"How does a college come to place students on teaching practice in other countries?"

The University of Minnesota, Morris (UMM) is a 2,000-student, public, undergraduate, residential college located in a rural community of 5,000 that recommends approximately 40 elementary and 50 secondary education graduates for licensure each year.

Given this profile, one might ask, "How could it be that the first American student teachers to complete student teaching in Lithuanian and Russian government schools were placed and supervised by UMM faculty and are UMM graduates?" How has it come to be that nearly one third of UMM secondary education students and 20% of elementary graduates student teach overseas even though 90% of UMM students receive financial aid? How is it possible that faculty at this college now place nearly 50 student teachers in countries on three continents each year and supervise their work? And, how has UMM placed nearly 175 students, representing 30 colleges in the United States and Canada, on teaching practice overseas since 1989?

Background

It all began in 1969, when Moorhead State College (now University) inaugurated the Student Teaching Abroad (STA) program. At that time, the new director, Dr. Howard Freeberg, visited UMM and offered students the opportunity to complete their student teaching in one of several private international schools in Western Europe. The UMM faculty were supportive and, over the following 18 years, more than 90 UMM students accepted this opportunity. In each case, they returned with positive feelings about the educational experience abroad and its value in preparing them as teachers.

Through his work, Dr. Freeberg developed an extensive network of teachers and administrators in private international schools around the world who accepted the professional role of helping to educate beginning teachers. Dr. Freeberg's network of educators extended to several colleges in the United States and Canada, through which he recruited students into his STA program.

In 1987, Dr. Freeberg received a sabbatical, and I was asked to replace him for that academic year. I was soon to learn that it is possible to recruit, place, and supervise 84 students from 24 colleges in 20 countries in one academic year. I also learned that, because of the work Howard had done in forming relationships with school administrators and teachers and the respect he had gained for the

STA program, I was able to easily proceed with making and completing student teaching assignments.

While directing the STA program, I attended an international teacher education conference in Australia, where, during a coffee break discussion, the basis was laid for a university faculty exchange and school contacts for student teaching were found. Upon returning home, I discovered that several students were interested in student teaching in Australia and New Zealand, that the STA program could not accommodate them, and that the UMM Continuing Education office was interested in offering a program for student teaching overseas that would be self-supporting through tuition income. Through several discussions, the framework of the Global Student Teaching program (GST) was created and agreements were formed with the Moorhead STA program that ensured a cooperative relationship between the two institutions and programs. Together, the two programs now place and supervise more than 120 students each year in schools on five continents.

Philosophy

The genesis of UMM's involvement in student teaching overseas also came about through the faculty's developing a global perspective on teacher education. My employment as a teacher educator in Nigeria and Zimbabwe offered a starting point for recognizing the global nature of our profession. This was complemented by discussions with colleagues from the People's Republic of China in which I was challenged to acknowledge the notion that the qualifications of P-12 teachers and teacher educators educated in one society should be accepted by any other society. At the same time, colleagues from Sweden and Russia were already beginning efforts to design a teacher education program that would prepare teachers with the basic qualifications for teaching in any society.

As these and other issues were discussed among UMM faculty, the requirement that students need to complete student teaching in diverse communities was formulated, and placement sites in other countries, and selected communities in Minnesota, Illinois, and Texas, were established.

These diverse placement opportunities now characterize our programs. Students now recognize, before enrolling in our programs, that they will be asked to travel the world to broaden their view of human societies and their perspective on the teaching profession. Faculty recognize benefits from participating in the GST program as well. By supervising GST students, all UMM education faculty have traveled overseas, formed relationships with colleagues in other countries, and now work with those colleagues in bringing a comparative and international perspective to their teaching and research.

Campus administrators have also recognized the GST program as an important means through which UMM students study overseas. This support has grown out of their own commitment to study abroad opportunities for undergraduates, a recognition of the value of this program in the preparation of teachers, and an appreciation for the national and international recognition and

public relations benefit the college has received. With administrative commitment to study abroad has also come support and allowance for workload flexibility required by faculty to carry out their roles in directing and operating the program.

The Global Student Teaching Program

"How does a student teaching abroad program work?"

The GST and STA programs both accept students from their own and other colleges, based on recommendations of college faculty and student teaching directors. In both cases, students suggest countries they would like to student teach in and program directors seek to find appropriate placements. Once a placement is made, students are responsible for arranging their travel and accommodation and for ensuring they are prepared for the assignment they have been offered.

At approximately the midpoint of the student teaching assignment, each student is visited for one full day by a GST or STA faculty member. During this visit, the student is observed while teaching, pre- and post-conferences are held, and meetings with teachers and administrators in the school are used to gain feedback on the work of the student and on the operation of the program.

Even with these similarities, there are differences in approach between the two programs. Most placements in the GST program are made in government schools by teacher educators in host countries. Through these cooperative relationships, students gain a clear understanding of educational procedures and rationales in another country and have the opportunity to learn from a teacher educator working in that setting.

The STA program, on the other hand, makes most placements directly in private international schools that offer a British curriculum, U.S. curriculum, or both. This program offers students the opportunity to live in a non-English-speaking country while teaching in English-language schools.

In both cases, most placement schools participate in the education of teachers within their country or accept students from colleges in other countries. The schools in which students are placed do vary in size, educational philosophy, and nature of the students and communities they serve. In all schools, the administration and faculty demonstrate their willingness to participate in the professional preparation of our students by accepting responsibility for hosting our students and for guiding them on a day-to-day basis as they continue their preparation for teaching licensure.

Although the approaches taken by the GST and STA programs are slightly different, these programs complement rather than compete with each other. By working together, we are able to offer students a range of placements that neither institution could offer alone. Each program is also strengthened by having access to larger groups of students. This cooperative relationship can expand as colleagues in other institutions develop their own contacts overseas through which we can all offer more placement opportunities for our students.

Procedures

GST is open to qualified students throughout the United States and Canada who have met the pre-student teaching requirements of, and are recommended by, the college through which they are completing their licensure program.

Students learn of this option for student teaching in different ways. At UMM, this choice is simply presented along with other alternatives. It is not presented as a unique opportunity but one that can serve students in fulfilling licensure requirements just as student teaching in a domestic setting can. By approaching overseas student teaching in this way, we remove the sense that it is some esoteric chance of a lifetime for selected and special students. At other institutions, students learn of this program through chance conversations with other students or through formal presentations by their faculty or GST faculty.

Once an individual decides to participate in GST, he or she completes an application and requests placement in a particular country. The possibility of being placed in any particular country depends on at least two students being assigned to the same school or geographic area, GST faculty being able to arrange a supervisory visit to each student, and assurance that program expenses will be covered by income from the course fee and tuition. Besides facilitating faculty supervisory visits, having two or more students in the same school or region offers students the opportunity to share their experience with others who are facing similar circumstances. This support is often very important, even if it is not used but is only known to be available if needed.

Once an application has been accepted and a placement country selected, the application materials, including an autobiography, transcript, and two letters of recommendation, are sent to a teacher educator in the proposed host country or directly to a proposed host school. When the school agrees to the placement, the student is informed and begins corresponding directly with personnel at the school concerning living arrangements and teaching assignments.

Costs

Study abroad programs need not be expensive for students. Besides airfare and travel to the placement site ($600 to $1,800), the cost of basic expenses, room, board, and local transportation should be no more than similar costs in the United States. Often they can be significantly less. The cost for participating in the GST program, including airfare and required expenses for three months overseas, is either the same as or up to about $1,500 more than living on campus and student teaching in a nearby school.

Costs to a college for sponsoring student teaching overseas need not be high either. In the case of the GST program, all expenses (overhead, faculty travel to school sites, and payments to host schools and in-country coordinators) are covered by the income from participant tuition (public institution in-state rates) and a small course fee. No college funds are budgeted to support GST. Use of the Internet for communication, short and intense supervising trips, and willingness

of all parties to work on a cost basis keep expenses within income. Faculty also use their time wisely by emphasizing placements during our summer term break and by accepting responsibility for one another's classes on campus during supervisory visits overseas.

Orientation

There are two stages in the orientation of students for study abroad: investigation and interest, and preparation for travel and teaching. The first stage may last for several years as students determine where they want to student teach. The second stage is completed during the weeks or months preceding departure to the placement country and school. In both stages, students ask many questions. It is in this orientation process that students realize that clear answers can be given to some of the questions, but the answers to many questions will not be known until the experience is completed. This circumstance is not unusual in the field of teacher education nor in the nature of study abroad programs. It is simply a reality of our inability to predict all potential situations and the impact on each individual of traveling, living, and working in another society.

Investigation and Interest. It is in this stage that students have learned about the possibility of completing student teaching overseas and are determining what the implications are for their education, finances, and teaching career. As students consider whether to student teach in another country, they begin by seeking answers to general questions about traveling and about living and teaching in another country. They ask two questions that appear to be fundamental to their decision to student teach abroad: How will student teaching overseas affect my chances of being employed as a teacher, and how much will it cost? In answering these questions, faculty need to assure students that, although student teaching overseas does not guarantee a teaching position, this choice does set their knowledge and experience apart from that of their peers and can increase their potential for being employed. In answer to the second question, student teaching overseas programs can cost the same or only a little more than student teaching near the college. With these assurances, many students will choose to student teach overseas.

Preparation for Travel and Teaching. Once students have submitted their application, been accepted, and placed for student teaching in another country, the orientation process becomes more specific. In the GST program, students are prepared for their experience through one-on-one meetings with faculty; a three-hour orientation session conducted by faculty who will supervise their work; a handbook that includes goals of student teaching, expectations of all participants, and guides for preparing to travel and live in another society; and their own investigation into the characteristics of their host country and its system of education.

Students are advised of the process for obtaining a passport, a visa, and vaccinations and are encouraged to purchase the International Student Identifi-

cation Card and to join one of the national teacher associations for travel insurance and professional benefits. They are assigned to gather information about the country they will be living in and to compare the results of their study with what they find during their stay in the host country.

Suggestions for traveling wisely are presented and include information about traveling with others, money, student discounts, communicating with people of different cultural backgrounds, dating and sexual relationships, health considerations and insurance, preparing for an emergency, and planning for the return home (customs and immigration formalities and reverse culture shock). Students are required to write to the contact person in the host school to personally introduce themselves (the schools have already received a copy of the student's application, autobiography, college transcripts, and letters of recommendation), determine what they will be teaching and materials they can prepare in advance, arrange for their accommodation, and make plans for traveling to the host country and school. They are also encouraged to think about the goals they would like to set for their study abroad and how they will be accomplished.

Accommodation

A lesson learned from working with students overseas is, avoid becoming involved in the housing arrangements of students. Each student has his or her own set of needs and desires about living arrangements and these can be difficult for placement directors and college supervisors to meet. In both the GST and STA programs, students are responsible for making arrangements for their own accommodation as they do when they are residents at the college or when student teaching in the United States. The formal arrangement is that host schools advise and assist students in finding accommodation, but the students are ultimately responsible for making these arrangements and for expenses associated with living and traveling in the host country. By having this responsibility placed with them, the students determine ways of resolving any concerns they have.

Although a story such as the following can be told, the fact is that every student is easily accommodated, generally in home stays, with the assistance of teachers and administrators in host schools:

> Julie arrived in Madrid on her way to Majorca only to have her luggage, including travel papers, stolen from a car. She had planned to arrange her accommodation upon arriving in Majorca, but now had no identification and little money. She stopped in a bakery for a pastry and, through a conversation with the owner, found a comfortable room within one block of her host school.

Given her success, we have jokingly suggested to students that if they have difficulty finding housing, they should go to the nearest bakery, buy a pastry, and arrange accommodation.

Responsibilities

For the purposes of developing proficiency as a teacher, the same responsibilities and expectations of students, cooperating teachers, and supervising teachers apply whether the placement is near the college or overseas. Students who teach overseas are expected to fulfill all requirements, including duration, planning, and reporting, expected of all student teachers from the college.

At UMM, the same student teaching handbook is used for both our domestic and our overseas placements, though there is a travel supplement added for students going overseas. In this handbook, the roles and responsibilities of cooperating teachers, students, and university supervisors are outlined. The role of the cooperating teacher, as he or she assists and assesses the student teacher, includes modeling effective teaching, reviewing lesson plans, holding conferences before lessons are taught, providing feedback after each lesson, completing written reports of observations, and preparing a formal letter of recommendation for the student.

Responsibilities of the student teacher are also outlined in the handbook and include tasks that need to be completed prior to traveling and during and upon completion of the student teaching assignment. These responsibilities include abiding by the philosophy, policies, and standards of the school; planning a schedule of teaching assignments; becoming aware of resources in the school and community; planning instruction suitable to the needs of the students; applying effective teaching practices and techniques; engaging in reflective practice; and conferring regularly with the cooperating teacher. GST students also send four letters to their university supervisor. These letters are informative to the supervisor, help focus the student's thinking on different issues, and often benefit other students who are assigned to teach in the same community, school, or both.

The role played by the university supervisor is similar to that of a student teaching supervisor guiding placements near the college. The primary difference is that the supervisor spends one full day on-site with each student rather than making a series of short visits over a longer period of time. Otherwise, the university supervisor assists students in preparing for their teaching assignment, participates in orientation meetings, ensures the placement is appropriate, and monitors the work of students as if it were a domestic placement. It is common for students to stay in close contact with their university supervisors, including sending lesson plans to be critiqued and questions to be answered and offering suggestions for improvement of the program through use of host school fax and e-mail facilities.

Regular course assignments are completed as if the student were teaching in a school near the college. For example, at UMM, students present a public, concise, and reflective summary of themselves as teachers, in preparation for a recommendation for licensure. Students teaching overseas videotape their presentation as it is given to an audience of educators in their host country. The tape of the presentation and discussion is then reviewed by faculty at UMM.

After the cooperating teacher's recommendations are submitted and all requirements are met, the university supervisor reviews and assesses all materi-

als associated with each students' teaching assignment, completes a final recommendation for inclusion in the student's credential file, and returns all papers and recommendations to the student along with a report of the course grade, with copies to relevant university officials.

Although the responsibilities and roles of participants are the same, the outcomes from student teaching overseas can be quite different from those of domestic placements. As cooperating teachers, students, and supervisors interact, instructional processes that have been taken for granted by the student are opened for thorough discussion. In overseas placements, students work in settings where approaches to components of the instructional process such as timetables, curriculum, instructional materials, classroom management, and assessment and examination procedures are different from what they have known. As a result, students and their teachers become involved in significant discussions that directly affect the reasoning and conclusions students reach about what is considered appropriate in education. This process of observing alternative approaches to instruction, questioning assumptions, and developing new decisions is a fundamental purpose and outcome of student teaching overseas.

Supervisor Visits

The supervisors, both UMM faculty and teacher educators from colleges that have several students enrolled in GST, plan a visit to the host school(s) to observe each student teacher, meet with relevant school administrators, gather information about the student teacher's progress, and resolve any concerns about the student teaching experience and relationships between the school and the university. The supervisor also conducts seminars with the student teachers and guides students in preparing materials to be submitted for course requirements.

These visits are often rather strenuous, with little time for touring or relaxation. A recent trip schedule is characteristic of many supervising assignments. The supervisor departed the United States on a Saturday evening, arrived in Wellington, New Zealand, at 8:00 a.m., Monday, and was in a school by 9:00 a.m. Following a dinner meeting that evening with all students and their supervising teachers, visits to the remaining four students were arranged and completed from Tuesday through Friday. On Sunday, the faculty member departed Wellington, arrived home at 11:00 p.m., and was teaching a class on campus at 8:00 a.m. the next day.

Even with this schedule, and some that are longer during summer months, faculty have the opportunity to become acquainted with the work and experience of students through direct observation, conversations with educators in the host school and the placement coordinator, and through afternoon and evening meetings with students individually or in groups.

During these visits, supervisors play a number of roles: public relations liaison for the college and student teaching program, expert on education and other issues in the United States, communicator between student and cooperating teacher where misunderstandings have arisen, judge of the student's work, support person for the student while a long way from home, and, ultimately,

judge who determines whether the student will continue in the assignment. Sometimes, these roles do not fit well together, and the university supervisor must balance being critical with being sensitive and caring.

Lessons Learned by Students

"What do students learn from participating in student teaching overseas?"

It is not possible to describe all the lessons learned by students who student teach in other countries. But we do expect and can observe that these students do develop their teaching abilities, expand their understanding of the role of education in society, and broaden their view of our world. Travel to other countries does change us, but often in ways we cannot describe for ourselves, even though we recognize we have changed. We can, though, make inferences about some of the lessons students learn, given the experiences they have had. The following stories are indicative of the lessons students learn from student teaching abroad.

Teaching Abilities

Jennifer, a secondary German major student, taught in an English Language Lycee in Chelyabinsk, Russia. For her students, German was their third language. As she worked with all three languages, she developed skill in working with multiple languages and gained significant insight into the process of language learning and the value placed on learning language in other societies.

Erika taught in the Prior Weston school in London, England, and learned about cross-grade learning, teaming within a school faculty, and the benefits of having young people teach each other in an atmosphere where each person's ideas are accepted.

Julie, teaching in a Seatoun, New Zealand, primary school came to understand both the philosophy of whole language instruction and how it is implemented throughout a school curriculum. She has since given presentations on this subject to teachers in her school and to preservice students at the college.

Understanding the Role of Education in Society

While in Baroda, India, Vicki gained an appreciation for the effect of personal, school, and national philosophies of education on the process and expected outcomes of education. She also developed a clearer understanding of her own beliefs and philosophy of education.

Tanya traveled to Kaunas, Lithuania, along with her teenage daughters, to complete her student teaching in English while her children took classes in the same school. The common and global goals of education became apparent to the whole family as they worked and studied together.

Matt was particularly surprised to find that teachers in Bamenda, Cameroon, were the primary resource in his social studies classes, that worksheets were not used, and that few textbooks were available. He soon learned,

and came to value, the use of a teacher's creativity in curriculum development and instruction to make classes more exciting and effective.

Expanded Worldview

Ben, a student from Canada, taught Maori students in Whakatane, New Zealand. Through his work, he recognized and responded to similarities between the educational needs of the Maori and his life experience as a native citizen of Canada.

Patti, working in the American School in Khartoum, Sudan, was surprised to find that her supervising teachers had received their teaching licenses from Iowa, Minnesota, and Wisconsin and were instructing the students as if they were in the United States. She learned about the effect of differences in educational opportunities and expectations on the education of young people in the United States and Africa.

Rex took a football from the United States to Melbourne, Australia, and exchanged lessons with his students—he learned Australian rules of football as he taught them the American rules of football—and gained an appreciation for the role of athletics in Australian society.

Lessons Learned by Faculty

"What principles undergird a successful program that places students on teaching practice in other countries?"

There have been many lessons learned from the experience of directing a study abroad program. Several of these lessons are critical to the long-term success of the program.

Trust

The first lesson involves the premise on which student teaching in other countries succeeds or fails: trust. Without a true trusting relationship among all participants, there will be no program. Students trust that the faculty member who arranges their placement will place them in a secure environment, where they can develop and demonstrate their abilities as an educator. The faculty member trusts that colleagues in the host country will fulfill expectations held of them and offer the student a valuable learning experience. Colleagues in the host country trust that the faculty member will send them students they can and will enjoy working with, and the faculty member trusts the student to represent the program, the college, and the country positively. When any link in this trust relationship is broken, the value of the experience is compromised and the program will fail to meet its goals.

Developing and maintaining this trusting relationship takes time and effort. People must come to have confidence in each other, realize they will fulfill commitments they make, and live up to the expectations each has of the other.

Expectations

What is each participant expected to do to make the experience successful? What are the obligations each partner has to the other? The clarification of responsibilities and expectations of university faculty, P-12 school teachers and administrators, and student teachers is critical to the success of these relationships and to the effectiveness of the program. Where expectations are clear among all participants and responsibilities are fulfilled, the educational opportunity offered to new teachers is great. Where these conditions do not exist, whether in a domestic or an international setting, the educational value of the experience for the prospective teacher will be lessened.

Even though an expectation may not be expressed clearly or is only assumed, it nonetheless exists as part of the relationship. Ensuring clarity of expectations and following-through on all commitments are two critical aspects to success in directing a study abroad program.

It is clear that educators in all societies hold high expectations of themselves, their programs, and their students. Where high expectations are also held by faculty directing a student teaching overseas program, there will be little difficulty. Where, for example, faculty or students begin to place greater emphasis on the experience overseas, and less on the lessons to be learned during student teaching, problems can arise that must be responded to quickly and appropriately. Although there are multiple benefits to student teaching in another country, the central expectation is that it helps prepare students for their role as beginning teachers. Assuring this outcome at a high standard will ensure the future of the program.

One test of the standards held by faculty directing a student teaching abroad program is how its faculty respond to concerns about the performance of a particular student. There are several situations in which students do not demonstrate teaching ability at satisfactory standard, and program directors must remove them from the school and encourage them to return home. Although this is a relatively rare occurrence (about 3% of overseas placements), the decisions and actions of the college supervisor will determine whether future placements can be made in that school, or region, or both.

Time

What is the best length of time for a student teaching placement in another country? Posing this question ignores the issue of competence implicit in arguments for outcome-based education. On the surface, it does seem appropriate to answer this question by saying "as long as it takes to successfully demonstrate the abilities expected as a result of completing student teaching." But this is a difficult criterion to apply in either domestic or international settings.

Although no two overseas student teaching experiences are the same, there is a common pattern that begins with some version of "Oh, help, what have I done to myself by choosing to come here?" This stage lasts up to about three weeks, by which time students gain a sense of comfort and confidence in their new setting. The next three weeks are a busy time during which work in the

school is hectic and time goes quickly. Soon, student teachers have settled into a work pattern that is followed by the realization that their assignment is almost over and they are faced with saying goodbye to their students, new friends, and colleagues. With the relief of having successfully completed the student teaching assignment also comes the sadness of departure and the recognition of how fast time passes.

Given this pattern, observed among many student teachers in different countries, my subjective answer to the best length of assignment is about 10 to 12 weeks. Of course, there are students for whom this is too long a time—and for others, too short a time to gain full benefit from the experience. But, a four- or five-week placement is simply too short for a student teaching experience, because the adjustment period is just ending at the point of departure for home (though it can be very appropriate for school observation and study purposes). An assignment that exceeds 12 weeks appears to offer the student little added benefit. By the 11th week, the lessons to be gained from the placement have been learned and it is time to either move on to another student teaching assignment or into a first teaching position.

Commitment

Student teaching overseas is about expanding people's horizons and views of life, education, and our world; it is about questions and answers, concern for individual safety as students and faculty travel the world, negotiating and working through difficult circumstances and misunderstandings, opening doors for people and offering them the opportunity to see their world in a different light, helping people create new visions of themselves and their lives, learning how the opportunities we have created for students have affected their lives; and it is about being considered a friend by people of many different backgrounds who live on our small planet.

Learning answers to the questions, developing necessary relationships, clarifying expectations, demonstrating effectiveness, and building trust take time and a long-term commitment. With this commitment comes the recognition that directing an overseas student teaching program is not to be taken lightly. This responsibility can also be one of the most rewarding teaching experiences in a person's career, because it offers the opportunity to learn many of the same lessons our students learn about our world and its people. These are lessons that are best learned through working with people, of different backgrounds and beliefs, toward common goals.

Institutional Choices

"How can my institution offer our students the opportunity of student teaching in other countries?"

A starting point for institutions, in preparing to offer student teaching overseas as an option, is to determine the extent to which it will be an integral

part of the college program and a responsibility of the faculty. There are various alternatives, such as a single faculty member using personal contacts and arranging, on an ad hoc basis, for a few students to teach overseas with little institutional support or commitment.

Another ad hoc approach finds students making their own arrangements for teaching in another country and then negotiating approval of their plan with their college. Students who have studied overseas previously, spouses of military or corporate personnel stationed abroad, and students from one country who are completing licensure requirements in another country and want to student teach in their home country may use this approach to achieve their goals.

In several institutions, such as colleges that prepare teachers for missionary work, student teaching in other countries is a central part of the curriculum, with strong institutional backing. In yet another approach, colleges independently or through consortia, form long-term relationships with a few schools in selected countries through which students are offered the opportunity to student teach.

The GST and STA programs model an approach through which one institution makes a commitment to ensuring its students have the opportunity to student teach in other countries and then offers the same opportunity to students from other colleges.

The approach an institution chooses for offering overseas student teaching opportunities will depend on the philosophy and goals of the teacher education program and on the support given by the faculty and administration.

Once a model is chosen and a commitment is made to offering students the opportunity to student teach abroad, there are several issues that need to be resolved. In many cases, standard procedures of the college can be applied to overseas student teaching assignments. When this is not the case, or when issues perceived as being unique to this form of educational program arise, it may be necessary to approach the search for answers in a more comprehensive way through the framework of the college's decision-making procedures.

Several issues surrounding student teaching assignments in other countries should be quickly resolved, because procedures for student teaching placements in the geographic region of the college can be used. For example, some of the issues to be resolved are the credit given toward the degree program and licensure, the length and timing of the assignment, the institutional responsibility to cooperating schools, procedures for students learning about the opportunity, and assessment procedures for determining whether the program is fulfilling expectations.

The resolution of some issues may be determined by the context in which the college is operating. Such issues include the opportunity to make placements in certain countries, cities, and types of schools; the nature of cooperative relationships the college has with other universities for study abroad; the experience of the faculty members who will participate in the program; and the nature of institutional procedures and policies.

Yet, other issues may need to be resolved through thoughtful discussion, because their resolution depends on program philosophy and policy. The following are some of these issues:

* *Responsibility.* There needs to be one person, or a close working team of individuals, whom everyone involved knows can be called on to get definitive answers to questions and to help if problems arise.

* *Supplemental assignments.* In some student teaching abroad programs, students are required to complete either all or a part of student teaching requirements near the college and then are given the opportunity to continue student teaching overseas. In the GST and STA programs, students complete their whole teaching practice assignment in another country. The resolution of this issue is based on the knowledge of faculty and their acceptance of the validity of student teaching in other countries to satisfy collegiate degree and state licensure requirements.

* *Selection of students.* Our experience demonstrates that students are very effective in accurately selecting themselves in or out of this opportunity, based on their own perception of their preparation for teaching. The talent of college faculty in selecting appropriate domestic placements for students is also very effective in guiding students into appropriate international placements.

* *Monitoring and assessing student performance.* Given time and distance, alternative procedures need to be implemented for guiding students during their overseas assignment. The GST and STA programs send a faculty member to visit all students during their work in the schools. Other institutions choose to have a faculty member stay with the students throughout their assignment. Another alternative is to select individuals in the host country to serve as adjunct faculty of the college, with responsibility for supervision of students. The development of distance education procedures, including interactive television, may open up yet other possibilities for guiding student learning.

* *Relationship to other departments, programs, and colleges.* Study abroad programs work best when they are developed in cooperation with related programs and institutions. By building on relationships that already exist, all efforts to offer students the opportunity to live and work in other societies can benefit.

* *Finances.* Each institution must determine costs for which students and the institution will be responsible. By keeping costs low, effectively using financial aid, and creating endowment funds to help defray student expenses, colleges can help ensure that every student has access to this opportunity.

As with any curricular and programmatic initiative at the college level, the expertise, creativity, and commitment of the faculty ultimately determine the degree of its success. Where individual faculty are committed to students demonstrating a global perspective of their field and the world, solutions to institutional issues will be found and we will all learn from the creative ideas that will be brought to this endeavor.

Individual Choices

"As an individual faculty member, where do I begin?"

Offering prospective teachers the opportunity to complete student teaching in another society comes about through commitment and action by individual teacher educators. If you are ready to ensure that your students have the opportunity to student teach overseas, you should begin by determining the study abroad options available to students at your college, the people who can offer support for your intentions, and the means of gaining support to implement your ideas. Discuss your ideas with your colleagues, formulate a plan that fits the nature and needs of your institution, and be creative in your responses to questions that are raised. Do not be discouraged if it takes time to begin your program, this is often the reality of international activities.

As you develop support on campus, make contacts with colleagues who are already involved in student teaching abroad programs to help you get more ideas on how to proceed. Arrange for some of your students to participate in the student teaching abroad program of another college. Use the knowledge of these students to convince others of the value of this experience in the education of teachers and to support your efforts to integrate student teaching overseas into your curriculum.

Use a variety of means to form your own contacts among P-12 and teacher educators in other countries, such as working with faculty, students, or both on your campus who come from other countries. These individuals can possibly introduce you to a school in their homeland that would accept student teachers. Alternatively, attend national and international conferences of teacher educators and begin working with colleagues who have similar interests; make use of sister city arrangements in your region that can lead to placement opportunities while helping to connect your college to the local community; and use the resources of the European Council of International Schools and their annual directory that includes descriptions of more than 850 schools worldwide, many of which accept student teachers.[1]

As an individual creating student teaching opportunities overseas, you have several choices to make. As you make these decisions, be assured that students who accept the opportunity you create will find their lives changed in positive ways and that you will detect changes in their view of the world. Recognize also that institutional cultures do change and that the acceptance of student teaching overseas will come as faculty and students recognize the value it offers individuals who choose to participate.

Be pleased if your program begins with one student. Each student is an ambassador of your school and also an advocate for your program upon his or her return. As you build your program over time, students will begin to hear of your efforts and will come to you, seeking the chance to student teach overseas.

Finally, be prepared for the unexpected. Serendipity is truly the operative concept in international programs and travel. A cup of coffee and a chance conversation between sessions at a conference, a phone call when you least expect it, and a comment made in an offhand way may each offer an opening to new possibilities. Follow the leads, see where they take you, and in all cases follow with a clear sense of purpose and enjoy the experience of opening doors for others through which they can explore the joys of our world.

NOTE

1. The directory is available from the European Council of International Schools, 21b Lavant Street, Petersfield, Hampshire GU32 3EC, England.

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7

Infusing Global Perspectives Throughout A Secondary Social Studies Program

EUGENE H. WILSON

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Conclusions

This chapter uses one professor's experience in directing a secondary social studies teacher education program for 20 years to illuminate possibilities for infusing a global perspective into teacher education. On the one hand, this story is a fairly personal one. Like my students, I have been influenced by courses and teachers and experiences, which, in turn, have influenced the program I direct. I still remember World War and World Religions courses and teachers from undergraduate years, African History and Geography of Africa courses and teachers from when I pursued African Studies as a master's student, and the inspiration and opportunity to meld inquiry and international interests as a doctoral student. As for experiences, living and teaching in Liberia, Sierra Leone, and Fiji for 6 years changed my life and my teaching and made my commitment to teaching from a global perspective both personal and intellectual. On the other hand, the following description of one secondary social studies teacher education program can, I believe, offer specific and helpful ideas to other teacher education programs. The people and contexts may differ. However, in the spirit of teaching from a global perspective, we surely know the value of listening to and learning from one another.

Social studies teacher educators have a particular responsibility to prepare teachers who have, as Merryfield pointed out in an earlier chapter, (a) learned global content; (b) had experiences that cross cultures in the United States, other countries, or both; and (c) developed an understanding of what global perspectives mean within their own practice and in their professional development.

The role of a teacher education program is threefold in making sure global content, cross-cultural experiences, and understanding global perspectives are in place and affecting future teachers. First, teacher education professors must collaborate with faculty in history and the social sciences to develop program plans that include courses with substantive global content. Teacher educators should also be involved in internationalization of curriculum initiatives on their campuses that will affect their students positively. Second, teacher education professors must advise carefully: There is no substitute for talking individually and enthusiastically with preservice and in-service teachers about courses and experiences that will enhance their global perspective. Advising includes encouraging study abroad, student teaching overseas, and later teacher exchange and travel. Third, teacher education professors must model a global perspective in the courses they teach and in the lives they lead. The professor who assigns Achebe's *Things Fall Apart* (1959) in a social studies methods class, as an example of using literature to teach about imperialism from an African point of view, is modeling a global perspective. The professor who has taught as a Peace Corps volunteer in Kenya or who is active in Amnesty International or who is hosting an exchange student from Sweden or who is planning to travel to a conference in Australia is also modeling a global perspective.

This chapter will describe a small (20 to 25 students graduating per year), selective program at a comprehensive Research I university in which collaboration with faculty across campus, careful advising of students, and enthusiastic informed modeling for students are important components. These elements either draw students out of their sometimes parochial perspectives and lead them toward the possibilities of a more global perspective or validate their previous

international interest and experience and help them see how that interest and experience can be used in teaching.

Global Content

University of Kentucky social studies teacher education students learn global content through course work in their program. There are also new opportunities to learn global content because of recent campuswide internationalization, especially the required cross-cultural course, the International Studies and World Regional/Foreign Language Concentrations, and the new Global Studies Mini-College.

Majors and Minors in Secondary Social Studies

Teacher education and arts and sciences faculty have been working together at the University of Kentucky for more than 25 years in Program Faculties, which are curriculum-setting and admission committees. Faculty representing history, anthropology, economics, geography, political sciences, psychology, and sociology, as well as teacher educators, graduate students, classroom teachers, and a principal, are members of the Secondary Social Studies Program Faculty. Program Faculties have been effective collaborative mechanisms for faculty to design and revise programs, including adding more global content to meet one of the goals originally defined by the Secondary Social Studies Program Faculty in 1975—gaining a global perspective.

For their academic content preparation, students must complete at least a history major or minor and a major or minor in a social science, plus one course in each of the other social sciences. Students are not required to take specific courses with global content but are advised by me to look at their entire program and take courses that will both prepare them to teach about the various regions of the world and give them a global perspective on topics such as population or politics. Thus, a student might take an introductory anthropology class that focuses on African societies, a geography course on Cities of the World, political science classes titled World Politics and Parliamentary Systems, and a history class on Latin America.

In terms of global content within the specific disciplines, political science majors and minors are required to take at least one course in each of the comparative politics and international relations areas. For instance, a student might take a course in Politics of Southeast Asia and a course in International Organization. Geography majors and minors take both topical courses introducing them to the whole world, such as Political Geography, and regional courses, such as Geography of Central and South America. In history, students are strongly encouraged to take courses from the Latin American, Middle Eastern, and East Asian specialists in the department. Psychology and sociology have been the disciplines weakest in global content, but that is changing slowly.

A check of 17 final year students, in fall 1995, showed the following, as related to courses taken with global content: All had taken the History of Europe

sequence, which is required for history majors and minors. (My occasional suggestions for 20 years about offering a World History sequence have evoked some interest, but no action.) All students had also taken a regional world geography course and a cultural anthropology course. Thirteen of the students had taken either World Politics or Comparative Politics. Three students listed 10 courses as "international," or 30 hours out of 66 or more hours in social studies academic content preparation.

Opportunities Through Campuswide Internationalization

Internationalization of curriculum on a campuswide basis has been helpful in adding global content to teacher education students' programs because of the cross-cultural course requirement, internationalizing the curriculum grants, and new 12-hour international concentrations. The Global Studies Mini-College is a further opportunity.

First, all students at the university are now required to take one from a list of cross-cultural courses that focus on the so-called non-Western world. Almost always, that is a course, usually anthropology or geography, that social studies teacher education students can "double-count" for general studies and for their academic content preparation for teaching.

Second, "internationalizing" the curriculum grants awarded to faculty have added a global perspective to sociology courses that future social studies teachers often take, such as Introduction to Sociology, Women and Men in Society, and Family.

Third, social studies teacher education candidates are now being strongly encouraged to complete a 12-hour International Studies Concentration or World Regional/Foreign Language Concentration. The concentrations are fairly new ways for any University of Kentucky student to add global content to his or her program. Each concentration requires courses from at least three different disciplines, and two courses must be upper-level ones. World Regional/Foreign Language Concentrations in French Studies, German Studies, Latin American Studies, and Russian Studies also require 2 years of the foreign language. An example of an International Studies Concentration, completed by a future teacher graduating in spring 1996, included Regional Geography, Population Geography, World Politics, and Comparative Education.

An exciting new opportunity for students in their first 2 years at the University of Kentucky, the Global Studies Mini-College in the College of Arts and Sciences is very appropriate for students who want to be social studies teachers. The mini-college offers students the opportunity to share the first 2 years of college with their own group of students and teachers while still enjoying the diversity of the larger university. In this program, 125 students take traditional courses taught in a special sequence. The courses are integrated around the theme, "People, Place, and Process in a Global System," and address international questions and issues. Courses include the History of Europe sequence, Regional Geography of the World, Tribal Peoples in the Modern World (anthropology), Survey of Western Literature, and Population, Resources, Change (sociology). Two special courses are Environmental Systems in Global Perspective,

and Directions and Dilemmas in Third World Development. Future social studies teachers could be advised to participate in the mini-college, housed in the College of Arts and Sciences, for the first 2 years and then transfer to the College of Education. Another advantage of the mini-college is that it cosponsors, with various student organizations and offices, events such as the World Game. A 4-hour interactive simulation of global issues for about 150 people, the World Game was brought to campus in fall 1995 to give students information about global issues and experience in working on solutions. The simulation was led by facilitators from World Game Institute, a nonprofit global education and research organization that was founded by Buckminster Fuller (see Resources for address). His name is also connected to the projection used for the big map participants explore and on which they stand and sit during the simulation. Participants at our university included both international and American students—and some future teachers. Put in charge of the Earth, the students became leaders responsible for developing sustainable solutions to meet the basic needs of their region—and of the world. One of my students concluded, "It was a memorable experience every teacher should have."

Cross-Cultural Experiences

Global content in courses has long been recognized as necessary but not sufficient by the University of Kentucky social studies program. Although experiences can add to a teacher's substantive global knowledge, experiences also affect perceptions (Wilson, 1993b). The armchair approach (even with an outstanding book) and the classroom approach (even with lively and interactive strategies) can rarely be as powerful as reflected-upon cross-cultural experience.

Cross-cultural experiences are part of our program at several points. We advise students that cross-cultural experiences are important before they apply to the program and we ask students to list such past experiences on their application. Then students fill out a hierarchy of experiences at the beginning of the methods class (see Tables 7.1 and 7.2). Students are given opportunities for cross-cultural experience during the program, including through class assignments and projects for all. Each year, one or two social studies education students choose to do their student teaching overseas through the Consortium for Overseas Student Teaching, headquartered for a number of years at the University of Kentucky and currently at Kent State University (see Resources for address). Out of about 200 students in the College of Education, 10 to 15 per year teach in schools in Australia, Ecuador, Germany, Ireland, Mexico, the Netherlands, New Zealand, or the United Kingdom.

Hierarchy of Intercultural Experiences

In 1977, as chair of the Secondary Social Studies Program Faculty, I developed *hierarchies of intercultural and community experiences* as a method of self-evaluation and documentation for students. This self-evaluation at the beginning of the methods class is the basis for individual conferences, which set up further

Table 7.1 A Hierarchy of Intercultural Experiences

Level	*Description*	*Examples*
Intercultural Participant	Living and working in a culture not one's own	Student teaching in Latin America Student teaching in inner city by rural student
Intercultural Friend	Developing one-to-one relationship with person of a culture not one's own	With international student or American of another culture
Intercultural Observer	Observing a culture not one's own	Study tour in Europe New Yorker in Appalachia or Appalachian in New York
Intercultural Student	Reading about a culture not one's own	Course in Russian history Course in African American literature
Intercultural Dabbler	Beginning to learn about a culture not one's own	Eating in a Greek restaurant Learning yoga or karate

broadening experiences, traditionally as part of the field experience attached to the methods class. That 50 hours has been divided into 30 hours in social studies classrooms, 10 hours of community service, and 10 hours of cross-cultural experience. Occasionally, community service and cross-cultural experiences overlap or a student with a strong record in one area may choose to focus entirely on the other. With the move to the professional year master's with initial certification for *all* secondary teacher education candidates, more emphasis will be put on the need for cross-cultural and community experiences during undergraduate advising and at the admission time. Even now, on their application to the Secondary Social Studies Education Program, students list not only cross-cultural experiences but also community experiences and experiences with young people. Students will still fill out the hierarchies of experience at the beginning of methods class, but opportunities for further experiences will be integrated into the professional year rather than be part of a separate 1-hour course.

The Hierarchy of Intercultural Experiences (see Table 7.1) begins with *dabbler* (eating at an ethnic restaurant, seeing a foreign film), moves to *student* (taking a course in world politics or geography of Southeast Asia), then to *observer* (being a tourist in Mexico or going on a study tour in Europe), then to *friend* (developing a friendship on campus with a student from Kenya), and finally to *participant* (student teaching abroad in New Zealand). Although the examples are purposefully international in this paragraph, when I first developed the hierarchy, the term *intercultural* was meant to include both international and what are now called multicultural experiences (Wilson, 1979). For example, students are encouraged to participate in programs sponsored by international student organizations, such as the Cross-Cultural Weekend Workshop at a state park and International Talent Night, and programs sponsored by the Martin Luther King, Jr., Cultural Center, such as a video and discussion on stereotypes in film

Table 7.2 Records of Fulfillment for Intercultural Experiences

Jennifer—dabbler (visited EPCOT Center); student (course in Russian history); observer (observed middle school teacher doing unit on Kenya and Kenyan visitor from International Classroom program); friend (met and worked with Isidore Obet from Jos, Nigeria, and Margaret Dsiwa from India).

Paris—dabbler (taken karate); student (as African American male, am learning about European culture, have taken Spanish); and friend (met Mahsa Vossugh in the U.K. Multicultural Program).

John—dabbler (eaten Greek, Lebanese, Mexican, Hawaiian, Japanese, Chinese, and Vietnamese food); student (courses in Russian history, Third World politics, world politics, Soviet politics, African politics, and anthropology, plus German, Swedish, Spanish); observer (New York City and Hawaii visits and only white person at black church rally); friend (high school exchange students, German instructor from Sweden, my girlfriend's Lebanese family, Indian college friend); participant (Big Brother to black 11-year-old).

Cindy—dabbler (ate at Thai restaurant); student (course on development of Third World countries); observer (school's 2-week trip to Mexico); friend (Swedish exchange student lived with family for 1 year).

or a poetry reading by an African American faculty member. I see international and multicultural experiences and education linked by their focus on concepts of culture and cultural difference, the recognition of the importance of knowledge, the inclusion of a call for action, and an emphasis on the human connection. The links between international and multicultural are also made in the methods class.

There are, of course, other ways of conceptualizing the experiential possibilities for future teachers. Merryfield asks students to draw a tree of life (1993, p. 29). Beginning over again in 1995, I might design a quilt instead of a ladder. However, the hierarchies do seem to have worked. Students see that there are various categories of experience, not necessarily as steps to be climbed but as challenges to meet. They understand that some of the experiences will come before the program, some during, and some after.

A few students are participants, the highest level, before the program: A 1978 graduate lived in Nigeria for 4 years as a teenager while her father worked there; a 1995 student lived in Germany and the Philippines as a child and teenager, again because of her father's job; and a 1996 applicant taught English in Hungary for 2 years after college graduation. Sometimes, being a participant comes during the program: A 1977 graduate went to Nepal on an Earthwatch program to count temple monkeys to complete her anthropology minor; and a 1995 graduate, now teaching, did his student teaching in Hull, England. More often, being a participant comes later: A 1984 graduate did dissertation research in Australia and is currently a Fulbright exchange teacher in northern England; a 1992 graduate is teaching in Guam; and a 1985 graduate and veteran of 10 years' teaching took her first trip overseas in summer 1995 to England, Scotland, and Ireland as a leader of a tour for middle schoolers.

Table 7.2 shows examples of students' *records of fulfillment*, which have been turned in at the beginning of the methods class in recent years. Obviously, students do not come to teacher education as blank slates. They have already had experiences and I encourage them to find more. Again, some of the experiences are international, some multicultural, but all are intercultural or cross-cultural. Note that only one lists activities at the participant level.

Although all University of Kentucky elementary and secondary programs now list cross-cultural and community experiences as important for admission, only secondary social studies uses the hierarchy as an *in-progress* instrument. All programs also actively encourage a diversity of student backgrounds in applicants in terms of age, gender, race, and socioeconomic class.

Conversation Partner Program

Over the years, the most common way to fulfill the 10 hours of cross-cultural experience in the field experience attached to the methods class has been to act as a conversation partner with an international student in the University of Kentucky's English as a Second Language program. I work with the associate director of the Center for English as a Second Language to arrange this program. Both my students and the ESL students turn in applications and are then matched by the CESL associate director. She brings the ESL students to my class early in the semester to meet my students. They pair off and introduce themselves to each other and make plans for weekly meetings to converse, usually over a Coke at the Student Center. Occasionally, the match doesn't work and a second match may be tried, or my student may find his or her own partner in another class or through work or even living next door. Although the assignment is for course credit for my students, it is an optional aid for the ESL students.

Through almost two decades, the Conversation Partner Program, often more affectionately known as the Amigo Program, has introduced about 200 future teachers to individuals from other cultures. The reflective papers the students write show that the program has contributed to their developing global perspectives. Some highlights of that learning follow. My article, "Conversation Partners: Helping Students Gain a Global Perspective Through Cross-Cultural Experiences" (Wilson, 1993a), explains the program and its effects in more depth.

First, students gain substantive knowledge about another culture, finding out about such subjects as schooling, religion, and male-female relations. My students discovered that their international partners found schooling in the United States very informal and student-teacher relationships very casual. Those paired with Muslims became more knowledgeable about Islam. My students had to answer questions about young men and women "living together."

Second, students gain in the perceptual understanding dimension of a global perspective. One student wrote, for example,

> Grace (from Taiwan) has taught me to look at many things in my everyday life in a new light. I too readily accepted everything as the way it was and did not think to understand life's whys. Her questions and differences in experiences have enabled me to grasp what it is

> that makes up my country, what makes up my family, and what makes up me. I believe I am now less judgmental, more open-minded, and very accepting. (Wilson, 1993a, p. 24)

Becoming less ethnocentric is not necessarily easy. One young woman who was matched with a Japanese partner wrote that her conversation partner experience had challenged prejudices she had inherited from her family. "And what is even more wonderful," she continued, "is that I've opened my mother's eyes. I've told her so many wonderful things about what I have learned that now she actually wants me to invite my friends to come home for a weekend" (Wilson, 1993a, p. 24).

Third, students learn how to develop cross-cultural relationships. They deal with misunderstandings of time and place and language. A male student discovered that his conversation partner thought he was rude to ask about his wife and how he met her, but a female student found that her Korean partner enjoyed talking about boyfriends. Students discovered that doing an activity together worked especially well, so they went to concerts and played soccer. Students took their conversation partners to cash checks, sign up for a student government committee, buy shoes, get a driver's license, see a movie, and visit Kentucky tourist attractions.

The future teachers also recognize how the conversation partner experience will prepare them for teaching. Wrote one student, "I think every prospective teacher should be required to have a conversation partner. I feel much more prepared now than before to deal with culturally different students in my classroom" (Wilson, 1993a, p. 25). A 1995 student pointed out,

> High school students usually label any behaviors or ideas that are different from theirs as wrong. My relationship with Thomas from Ghana has helped me see in a powerful way that people can see and do things differently, yet both be correct or acceptable in their behaviors.

Another 1995 student who found his own partner, a refugee high school student from Mostar, Bosnia, wrote:

> I told Maja that I was going to write a paper about her and she should understand why I would do that, why I could get credit in a college class just for talking to her. I explained that it would be hard to teach about a place if I really did not know anything about it. Now I know someone personally from that area of the world and have heard firsthand about experiences of living there. I can now teach about Bosnia and feel I can better understand what is going on there.

Other research concurs with mine. Stohl (1986) found that students who worked with international students on a class project became more accepting of diversity, developed a sense of the importance of and a desire for travel abroad, and felt greater responsibility for foreign visitors. Sharma and Jung (1986)

concluded that cross-cultural interaction between American and international students is significantly related to acceptance of cultural pluralism, support of internationalism, a cosmopolitan outlook, and world-mindedness.

International experience for all teachers at some time in their careers should be a goal. Taylor recognized that more than 25 years ago in his book, *The World as Teacher*, when he advocated a 25,000-member volunteer Student Corps, which would place students in 1-year community service teaching assignments in the United States and overseas (Taylor, 1969). However, on-campus cross-cultural experiences can be organized and do have real value for future teachers.

Global Perspectives in the Methods Class

The methods class is usually the social studies teacher educator's best and sometimes only opportunity to model what a global perspective can mean in practice. The semester-long methods class at the University of Kentucky is infused and suffused with a global perspective, from the first day of class to the teaching unit that is the student's culminating project. In addition, a global perspective is evident when we're planning, participating in a Women of the World reception, learning about the social studies disciplines, and dealing with assessment. I also use artful redundancy in bringing up countries, topics, and strategies a number of times during the semester. Students learn about relevant state and national standards, and I model pedagogy especially relevant for teaching from a global perspective.

Standards

Students are introduced to the National Council of Social Studies Standards, the Kentucky Academic Expectations, and the New Kentucky Teacher Standards, all of which include a global perspective. Using the NCSS Standards connects them to the profession's recommendations; following the Kentucky Academic Expectations links them to the state program of study; and being aware of the New Kentucky Teacher Standards prepares them for the measures on which they will be evaluated both in their University of Kentucky program and in their first year as an intern teacher.

Students purchase the NCSS Standards and use them in their lesson and unit planning. The ninth NCSS standard reads, "[S]ocial studies programs should include experiences that provide for the study of global connections and interdependence" (National Council for the Social Studies, 1994, p. 23) and other standards also include a global perspective.

Students also learn the social studies core concepts of the Kentucky Academic Expectations. The *Transformations* framework accompanying the expectations has examples under each of the core concepts (democratic principles, political systems, social systems, cultural diversity, economic systems, geography and human activity, and historical perspective), which show global connections. Sample high school activities include, "solve an economic problem using the techniques of two different economic systems" and "investigate how the

movement of industrial pollution from the U.S. has affected the environment in Canada" (Kentucky Department of Education, 1995, pp. 127, 131).

The New Teacher Standards, by which graduates and interns are judged, include, as an indicator under the content standard, incorporating "a multicultural/global perspective in content presentation" (Office of Teacher Education, 1995, p. 94).

Pedagogy for a Global Perspective

I also model what might be called *pedagogy for a global perspective*, using strategies that I and others have identified as particularly compatible with a global perspective. My list includes problem posing and problem solving, interaction and cooperative learning, perspective consciousness and multiple perspectives, and negotiating and mediating (Mingst & Wilson, 1992). Merryfield's list includes methods that help students experience cultural differences and similarities; methods that have students examine multiple perspectives; methods that teach students about cooperation and collaboration; methods that teach students how to find, evaluate, and use conflicting sources of information; methods that have students identify and analyze values and attitudes; and methods that have students use knowledge and skills through authentic applications (Merryfield & Remy, 1995). In specific examples, both lists encourage students to role-play and participate in simulations, to study cases and make decisions, and to interact with people of other cultures.

The concepts outlined in a framework for culturally responsive teaching are also helpful and relevant not so much in a specific social studies way but more generally as practice that is compatible with the way we can look at learning about the world from a global perspective. For instance, norms under "establishing inclusion (criteria: respect and connectedness)" in the classroom include the following:

> (1) human purpose: coursework emphasizes the human purpose of what is being learned and its relationship to the learners' personal experiences and contemporary situations; (2) ownership: teachers share the ownership of knowing with all learners; (3) collaboration: collaboration and cooperation are the expected ways of proceeding and learning; (4) hopeful view: course perspectives assume a non-blameful and realistically hopeful view of people and their capacity to change; and (5) equitable treatment: equitable treatment of all learners with an invitation to point out behaviors, practices, and policies that discriminate. (Wlodkowski & Ginsberg, 1995, p. 288)

The procedures or methods that Wlodkowski and Ginsberg list in their framework are similar to those Merryfield and I advocate—posing problems, decision making, simulations, and case studies.

The First Day of Class

During our first class meeting, I ask the students to introduce themselves and, as part of that introduction, to identify a place outside the United States they would like to visit. Occasionally, someone will say "the Moon" and some semesters there is a definite "place of the year" (Australia several years ago), but usually the places mentioned are very diverse and often influenced by the students' experiences, backgrounds, or friends. In fall 1994, for instance, one student wanted to visit Botswana, where her friend was a Peace Corps volunteer. Another wanted to visit Latvia, where her grandmother was born.

As the teacher, I then announce that we are going to learn about country *X*. The country is usually one I have visited during the year—the countries have ranged from Australia to Zimbabwe. I ask the students, "What do you know about _____?" and we put our brainstorming list on the chalkboard. I then give each student some item to read, look at, or listen to for about 10 minutes. As they report back what they have learned, we add to and correct our list on the board. Next, I ask them to write down several questions they have now, and we talk about how we might find answers. I have demonstrated an inquiry lesson in less than 45 minutes. Students are amazed at how interesting and engaging the lesson has been; they understand immediately that listening to a lecture about my summer trip would have been neither as interesting nor as engaging. Coincidentally, the course has begun with a global perspective and a problem posed, although I have not mentioned either directly.

In 1995, I had not traveled outside the country so I began my methods course with South Africa and used items from the South African culture kit, in the University of Kentucky's Office of International Affairs' Bluegrass International Program Resource Center, as well as materials of my own. The students perused recent South African newspapers and magazines and even a Capetown telephone book, read short stories and poems, handled South African product boxes, looked at pictures in Mandela's *Long Walk to Freedom* (1994), and listened to a new Ladysmith Black Mambazo compact disc. During the second class meeting, a graduate student in social studies education from Capetown, South Africa, was the guest speaker. Now, students have experienced cultural differences and similarities firsthand, and utilizing community resources has also been modeled. In fact, the South African student had participated in International Classroom, another part of the Bluegrass International Program, in which these teacher education students may later participate as teachers. In International Classroom, international students are paired with teachers to visit their classrooms three times during the semester (Wilson, 1992a).

The Model Unit

I usually teach a model unit to the future social studies teachers for the first four to six class periods. They are to act as students, and at the end of a 50-minute "class," we use the rest of our 1-hour and 15-minute class session to debrief what they have learned about teaching. Over the years, the topics have always been ones that have an obvious global perspective, such as "ending hunger" or

"interdependence" or "approaches to peace." The topics are also usually ones about which students can think globally and act locally.

The units use a variety of current materials, including books. For "ending hunger," the book *Ending Hunger* (The Hunger Project, 1985) was a resource; for "interdependence," *Entangling Alliances: How the Third World Shapes Our Lives* (Hamilton, 1990) was a sort of text; for "approaches to peace," *Getting to Yes: Negotiating Agreement Without Giving In* (Fisher & Ury, 1991) provided an explanation and examples of the concept of principled negotiation. For 1996, I am considering focusing on the question, "What do we want the 21st century to be like for the world and its peoples?" and using the books *Material World: A Global Family Portrait* (Menzel, 1994) and *Ishmael* (Quinn, 1992) as two "starters."

The unit is meant not only to illustrate how to treat a topic in an interdisciplinary social studies fashion and how to utilize a variety of materials and teaching strategies but also to teach the future teachers global content. Designed for future teachers, not for high school students, the units nevertheless include strategies and content that can be adapted. Table 7.3 is the plan book calendar for the "approaches to peace" unit. "Pedagogy for a global perspective" is modeled in a variety of ways. Both *The Butter Battle Book* (Dr. Seuss, 1984) exercise (Day 2) and the simulation *Barnga* (Day 3) offer possibilities for negotiation. *Barnga* (Thiagarajan, 1990) is a simple, silently played card tournament, which shocks participants into realizing that people of different cultures have differences that have to be reconciled in order to work together. The decision tree homework on Day 4 is a problem-solving exercise in which students must come up with a number of options and consequences for dealing with civil war in a West African country; they also analyze values involved. On Day 5, the role-play of the Economic Commission of Africa, adapted from the United Nations unit, *Teaching about Africa Recovery* (1990), asks students to use skills and knowledge in an authentic application and shows multiple perspectives. Also on Day 5, *The Lion and the Jewel* excerpts from Soyinka's play (1963) raise conflicting views of progress.

In recent years, I have also demonstrated lessons for my students from the "To Live in a Multicultural World" unit, which I developed for Youth for Understanding International Student Exchange (Wilson, 1992b) by adapting their print and video materials. That unit is aimed at high school students in social studies or Spanish classes. I have also taught it in a high school psychology class. The unit shows the connections between the global and the multicultural. The topics include recognizing stereotypes of other cultures, recognizing stereotypes within the United States, counteracting stereotypes, learning about other cultures, understanding Japanese and Mexican perspectives, developing a dual perspective, and listening to multiple perspectives.

Planning

In fall 1995, as we talked about how to do planning, we read the chapters about Africa in the 19th and 20th centuries, in the world history text currently used in the local schools, and considered how to choose content and strategies that would teach about Africa, using the text as "homeland" or as "one tool in

Table 7.3 Unit Calendar for "Approaches to Peace" Unit

Day 1	*Peace Building in the Twentieth Century* Hula Hoops or Cooperation Squares Activity Time line of Cooperation in the Twentieth Century Homework assignment: Examples of conflict resolution and management in your own life
Day 2	*Peace Tools* Introduction to Peace Tools Short lecture-questioning on concept of diplomacy and introduction to negotiation through Seuss's *The Butter Battle Book* Homework assignment: Write ending to *The Butter Battle Book*
Day 3	*Peace Tools and the Role of Culture* Introduction to principled negotiation, using *Getting to Yes* *Barnga*, simulation of cross-cultural clashes Debriefing and relating to conflict resolution Homework assignment: Bring in news story dealing with the United Nations
Day 4	*The United Nations and Peacekeeping* Brainstorming what we know about the United Nations Mock interview of peacekeeping soldier and other current reports on U.N. soldiers Video excerpt about Fijian peacekeepers from "Soldiers for Peace" Homework assignment: Decision tree about options for African country in civil war, including U.N. intervention
Day 5	*The United Nations and Development* Discuss decision tree exercise Lecture-discussion on concept of development Role play of Economic Commission for Africa, using country descriptions Two views of progress in two speeches from Soyinka's play
Day 6	*Peacemakers* Sing "Nkosi Sikelel'i Afrika" Discuss questions on excerpts from writings of Tutu and Mandela Discuss our own possibilities as peacemakers Begin organizing performances on the United Nations for the International Fair—the culminating performance assessment project

the tool chest." I shared materials that offered an African perspective, such as *Through African Eyes* (Clark, 1988).

The small-group student project in planning was to organize a 2-week unit on World War II, a unit almost all will teach during the spring. I reminded students to go beyond the United States, England, France, Germany, and Japan. How had South Africa and Fiji, countries we had already talked about, been involved in the war? I asked a provocative question from *The World at Arms: A Global History of World War II* (Weinberg, 1994, p. 77): "Could Sweden have stopped World War II?" I quoted from *Hiroshima: Why America Dropped the Atomic*

Bomb, which deals with the global context of the bomb, including the "reality of race in American culture" (Takaki, 1995, p. 7).

Women of the World Reception

The day focusing on a gender-inclusive perspective also has a global perspective. The Women of the World reception has become a class tradition and is often copied by the students during student teaching for other circumstances, usually as a vehicle for students interacting as historical or current characters on whom they have done research.

Students choose whom they want to be at the Women of the World reception. Among others in 1995, Golda Meir, Margaret Thatcher, Susan B. Anthony, Laura Clay, and Harriet Tubman were chosen. I was Gro Bruntland, prime minister of Norway, and had to explain who I was. In 1994, I was Queen Nzinga, who died in 1683. She reigned over the Kingdom of Ndongo in what is today Angola (see Sweetman, 1971). Sometimes, students also pick women who are not well-known.

The reception begins when students enter the room and make out name tags. I pass around juice and crackers. We interact for about 20 minutes, talking with each other and learning from each other, and then we debrief the activity and talk about a possible context for the reception, content and skills involved, and ideas for prior and follow-up activities.

The Women of the World reception is an example of linking global and multicultural perspectives. Another example of that linkage comes when students read *Strangers from a Different Shore: A History of Asian Americans* (Takaki, 1989), for Kentucky students an introduction to Americans with whose heritage they are less familiar. In fall 1995, a major multicultural activity, with a bit of global perspective, was the reading of *Beloved* (Morrison, 1987), followed by hearing two teachers/doctoral students talk about the development and teaching of a unit on the novel for an American Studies class. My students were particularly fascinated by their historical research on Margaret Garner, the real person who was in slavery in Kentucky and was the inspiration for *Beloved*, and an activity involving interpretation of Morrison's description of "the middle passage" (Chandler & Hill, 1995).

Social Studies Disciplines

A global perspective finds its way into class sessions on the various disciplines of social studies, too. In fall 1995, a graduate of the program who is now a teacher demonstrated how she uses computer programs with international themes in her geography classes. Another graduate and teacher guest demonstrated Teachers Curriculum Institute strategies, including an experiential activity focusing on African music. Students had read *History Alive!* (Bower, Lobdell, & Swenson, 1994), which describes the institute's philosophy and strategies.

For a class session on economics, we used the International Operations (1984) lesson from Procter and Gamble's economics education materials; it shows

the importance of knowledge about other cultures in trying to sell one's products and in dealing with employees in another country and is essentially a problem-solving activity. To balance those business-developed materials, we used an article titled "Play Ball" from *Global Pages* (Bollinger, 1994), published by Immaculate Heart College Center, and invented a scenario involving a proposed boycott of U.S. companies that manufacture baseballs in Haiti. I acted as a news reporter and interviewed students who represented the multiple perspectives of a U.S. company spokesperson, a Haitian woman who sews baseballs, a Dominican baseball player, the commissioner of baseball in the United States, a U.S. labor union official, a baseball team owner, and a representative of the group organizing the boycott.

Assessment

Future social studies teachers in Kentucky have become familiar with performance or authentic assessment because it is an important component of the Kentucky Education Reform Act, and they develop such assessments for their own units. Two examples I have written as part of the materials I give my students on assessment follow. They were written for high school world history or global issues classes. The first is an open-ended response prompt:

> React to the following statement. "The challenge is to make the world safe for and from ethnicity" (Moynihan, 1993, p. 173). Use historical and current examples of the power and limitations of the concept of ethnicity and allied concepts such as self-determination and nationalism. Make a forecast, with a rationale, for the future of the concept of ethnicity.

The second is a performance example:

> Submit the transcript or tape of a substantive conversation between you and a person from another country who is currently living in the United States or submit copies of an exchange of two or three letters by regular or electronic mail between you and someone in another country. Attach to the transcript your reflections on the conversation or mail exchange, particularly what you learned from the other person.

Students have opportunities to participate in authentic assessment themselves during the methods course. In fall 1995, they prepared skits to present to elementary and middle school students on the history and functions of the United Nations for an International Fair commemorating the 50th anniversary of the United Nations. One section of the methods course final exam, in December 1995, was an authentic assessment that asked small groups of students to develop criteria for evaluating materials and then individually evaluate a teaching unit from *Choices for the 21st Century* materials developed by the Thomas J. Watson Institute for International Studies at Brown University (1995). The five units

evaluated (U.S. Immigration Policy, Ending the War Against Japan, the United States in Vietnam, U.S. Choices After World War II, and Weimar Germany and the Rise of Hitler) all have international connections and use case study, role-play, songs, literature, and always four options to model multiple perspectives and decision making.

Besides the skits on the United Nations, the final exam, and the previously mentioned group unit planning project on World War II, other ways I evaluate my students during the methods course include the following:

1. "student" assignments during the model unit, such as the decision tree already mentioned and included in Table 7.3;
2. a reflective paper on professional development, an in-service or conference attended (one in-service attended by five students was sponsored by Databeam Corporation and the Joint Economic Education Council and included global interdependence activities, with a focus on technology);
3. a scavenger hunt for social studies resources on campus, which includes the Kentucky Special Collections (one student found letters and papers of a Lexington man who served in World War I), the resource room for teachers of the Bluegrass International Program, and the instructional technology center and social studies resource mini-library of the College of Education;
4. a reflective journal entry for each class, which I respond to and return at the next class;
5. a 2-week unit, using my unit as a model, which they will teach in the spring semester and which must include a global perspective.

Artful Redundancy

I try to come back to countries and topics and strategies in different ways throughout the semester. In 1995, South Africa was the focus of the first 2 days with our brainstorming and guest mentioned earlier, then we read Tutu and Mandela excerpts during the model unit (see Table 7.3), and finally we read Alex La Guma's *Time of the Butcherbird* (1979), using that South African novel to talk about incorporating literature in social studies. Each student was assigned a character in the novel and was asked to share his or her perspective on the story as an example of a way to get students into the story and to focus on perspective taking as a skill.

Fijian peacekeepers appeared in the video and in our discussion of the United Nations in the model unit. Later, I used Fiji to demonstrate learning centers as a technique for students to gather information, beginning and ending with webs or semantic maps. My students read excerpts from Fijian social studies books and other books, perused current tourist materials, looked at newspapers from Independence Day, studied shells and pottery and *masi* (bark cloth), learned about steps in processing sugar cane, and listened to music. Several weeks later, I began the day on economics by asking whether, based on the knowledge they

had, Fiji was a Third World country. We then looked briefly for evidence in statistics from the *Human Development Report* (United Nations Development Programme, 1994).

Multiple perspectives came up several times during the model unit. After the simulation *Barnga*, I asked, "How did it feel to be a newcomer at another card table?" and "How did you act as the person who stayed at the card table? How did you enforce the rules of your game?" In the discussion of the peacekeeping soldiers, we considered the views expressed in the interview from the United Nations materials and other more recent views expressed in newspaper articles about U.N. peacekeepers in Bosnia. Students particularly enjoyed representing different African countries in the role-play of the Economic Commission for Africa. Another lesson that incorporated multiple perspectives was the scenario, mentioned earlier, which involved a proposed boycott because of U.S. companies who manufacture baseballs in Haiti.

The Unit

The culminating assignment in the methods class is designing a unit to teach in the student teaching placement. One of the criteria on the written evaluation form is that the unit include a global perspective. That is usually fairly easy in World Civilization or Geography or even in U.S. History. In ninth-grade Civics, a comparative lesson would be appropriate: For example, one unit from fall 1994 included views about capital punishment in other countries.

In fall 1995, as students and I held conferences about their unit plans, we generated the following ideas and materials to infuse a global perspective. Tim would bring in a comparative look at political parties in other countries for his political parties unit designed for a government class. For her unit on the environment, in a Sociology Problems class, Jennifer found an article on the legacy of Communism for the environment in Russia and the former Eastern Bloc countries, and I suggested a simulation on the tropical rainforest issue. I offered a short story, "The Bench" by Richard Rive (1963), and a poem, "Telephone Conversation" by Wole Soyinka (1964), as possible ideas for Liz's Civil Rights in the 1960s unit. Jason was looking for examples of African resistance to colonialism, and I could help him, too. Clay already had Vietnamese perspectives for his Vietnam war 1945-1975 unit. Mike was interested in finding a Russian university student through the International Classroom program to visit his class and had borrowed old *Soviet Life* magazines. Doug's students were going to interview older people about World War II; he decided to add a question about their views of the Germans and the Japanese.

A special opportunity opened up, in fall 1994, for five students clustered in Woodford County High School's social studies department. Each wrote a unit for a never before taught course on cultural diversity. They worked as a team with the teacher who was starting the course, and each chose one group of people for a unit to develop for the methods culminating project and to teach in the spring. Their 10 weeks of what is often called a *single group studies* approach was not the whole course, which also dealt with prejudice reduction and is now adding conflict resolution. The units developed on Asian Americans and Hispanic

Americans had a particularly strong global perspective. For instance, during the latter unit, immigrant guests from Brazil and Costa Rica spoke with students, and country research projects were a major activity. The multicultural and the global came together there, too.

Global Perspectives in Practice in the Field

Besides the unit taught during student teaching, there are other opportunities for incorporating a global perspective and they are encouraged. The evidence appears in the student teachers' portfolios, with reports of lessons and examples of student work. As well as encouragement from me and my doctoral student as university supervisors, encouragement comes from cooperating teachers. The opportunity to help develop the new course in Woodford County is one example of the importance of working with cooperating teachers in the schools who support and model teaching from a global perspective. Other cooperating teachers have introduced student teachers to *History Alive!* (Bower et al., 1994) world history units, worked with them on a conflict management project, and suggested organizing a unit on development for a global issues class. Student teaching ends in May and the students begin to look for jobs. Some get jobs, complete an internship year, and eventually become experienced teachers looking for more opportunities.

The Internship Year

The first year of teaching in Kentucky is an internship year in which a committee of a resource teacher, a principal, and a teacher educator observes and helps the new teacher. That is a further opportunity to keep a global perspective in the forefront in the field. Although it is not listed on the internship observation form, the complete list of indicators under the New Teacher Standards, in the *Handbook for Kentucky Teacher Internship Program Participants*, includes, under Knowledge of Content, the following: "Incorporates a multicultural/global perspective in content presentation (Office of Teacher Education, 1995, p. 94).

In 1995-1996, I have been responsible for five interns in five high schools in central Kentucky small towns: two who did their student teaching at the Woodford County High School mentioned earlier and are now teaching elsewhere, two from another city high school cluster, and one who did his student teaching in England. As I observe and conference with each new teacher three times over the year and we all get together once a month or at least have long conversations on the phone, I am able to talk with them about many issues, including teaching from a global perspective.

In mid-November, 3 months after they began teaching, I interviewed each of the five and asked: "What are you doing to incorporate a global perspective in content presentation?"

The five interns talked particularly about discussing international current events, making transnational comparisons, and drawing on their own expe-

riences. They also had concerns about helping their students gain a global perspective.

Said Sonya, "In World Civilization, everything is global perspective." She had been teaching about the Crusades, so bringing in Rabin's assassination in Jerusalem seemed natural. "You have to talk about current events and problems." Sonya had also introduced Islam. "Some students have heard that Islam is 'weird,' so I have talked about Islamic contributions to our culture and pointed out that others are loyal to their culture and religion as we are to ours." Earlier, she had asked students to compare the rights of women in Constantinople and Rome and today in the United States, and she compared the Black Plague to AIDS. Sonya's background in art history allows her to bring in art and architecture as she teaches about religion in society. She showed her own slides from a summer in England as she taught about medieval Christianity. "Once you go overseas," she pointed out, "you get 'it'—a different perspective."

David's World Civilization classes talked about the Rabin assassination, too, and in Law and Justice, his students compared when and how women got the right to vote in various countries. Because of his student teaching experience in England, David says he brings up questions he would not have thought about before. In U.S. History, a basic question is, "How did we gain our independence from England in comparison to other colonies, such as Australia and Canada?" He asked students to draw cartoons from the British perspective. He also compared the American Revolution to the Mexican Revolution. In his Law and Justice class, he has talked about how the British legal system is different, and he plans to do a questionnaire exchange with British students, comparing legal systems. David often tells stories about his British student teaching experience, and his American students find it amusing that his British students thought he sounded like Elvis. Said David about his experience in England, "It's not over. I relive it and draw on it to teach."

Jenny's classes also talked about the Rabin assassination. Her school uses Channel One, so she asks her students to consider its perspective and an American perspective. In U.S. History, she used a world map to teach about the French and Indian Wars. She also brought in a British perspective on the American Revolution. Later, teaching about World War I (her school is on block scheduling, so she is teaching U.S. History in one semester), Jenny asked how many troops each country sent. Some students thought just the United States was going to war on a global scale. She taught about the League of Nations and peace attempts in the 1920s, asking what France and Germany thought about the Kellogg-Briand pact. Jenny feels her experience is limited because she has not been overseas, but several high school experiences have shaped her global perspective: participating in the state YMCA mock United Nations General Assembly and attending a 4-H seminar on government in Washington, D.C., where she went to "pray at the Iraqi Embassy on Friday. That helped me to understand." She also had a Japanese roommate in college.

Angela reported that it's easy to teach from a global perspective in Geography. "Every day, we're traveling around the world." She has copies of the local newspaper for her classes and begins each class with current events. The students know she will ask, "What is going on in the world?" Now some even say, "Did

you hear what happened?" Two recent discussions focused on McDonalds in Russia and the meaning of the opening up of trade with Russia for American companies, and on the vote in Quebec and the issue of diversity. Angela also brings in her own resources. For example, she shared a list of Kentucky's top imports and exports from a recent *Lane Report*, a Kentucky business magazine. Angela's students use the MacGlobe computer program in the school lab once each unit to compare and contrast: "Who's got more teachers, physicians, literacy, population?" She also suggests that students bring in relevant music. The day I interviewed Angela, a student had brought in a recording by REM, who sang about the Berlin Wall falling. Angela's background has influenced her, too. Her grandfather came to the United States from Italy in 1907, and she has lived in Arkansas, Florida, and Michigan as well as Kentucky.

Toni is teaching from a global perspective in both U.S. History and World Civilization. Students compared stories about the Rabin assassination in classroom sets of *Time* and *Newsweek* and then talked about the issue of moving the U.S. Embassy to Jerusalem. They talked about the Quebec vote and dealt with the question, "Does more diversity make it easier in the United States?" Toni asked, "What if California joined Mexico again?" Toni also models an interest in current events by bringing up what she hears on National Public Radio as she is driving to school. Based on a story about electricity in Peru, she recently began class by asking, "What are all the ways you use electricity?" Toni started her World Civilization classes with a study of Islam, to help them understand the Crusades, and related the topic to today and to the United States by using an "Islam in America" video. She is considering beginning World Civilization classes next year with a unit on world religions, to give students a base of understanding. At the end of a unit on the Middle Ages, students had to make a time line that included all areas of the world and also had to include all areas of the world in a "newscasts of the past" project. Toni's experience of living in Japan for several years when she was young hasn't come up in her own classes yet, but she will talk to the high school Japanese language class about living there.

The interns understand that teaching from a global perspective can be difficult. Sonya said that she tries to start with topics like art and architecture and then move to beliefs. When Toni asked students to evaluate her after the first 9 weeks, an African American student said that Africa was being slighted. Toni later borrowed materials from me on the Sudanic Empires of West Africa. Angela explained that some students say, "Who cares?" She goes on, "Convincing them about connections is a challenge. Some think we should be isolationists." Then I ask, "Where do we get the Snickers bar from?" Jenny reported that students have said to her, "But this is U.S. History." She continues to talk about different cultures regularly and about the concept of different or multiple perspectives. However, few people in the rural county where she teaches have been outside the state and, although there is a German exchange student she wants to bring into her class, she has a lot of so-called militant white students. "They're afraid," she said. "I tell them that if you learn about something, you don't have to become it." Jenny persists, "I ask them, 'How many people did you talk to today who are from a different church or race?' I say, 'Get out of your safe place here. People who are different from each other can be friends.' "

Further Opportunities

These interns will be experienced teachers in only a few years and will want further opportunities in course work and travel. There are such opportunities waiting. Summer seminars at the University of Kentucky in the 1990s have included Global Education, Teaching African and African-American History and Literature, and the especially popular Regional Geography for Teachers, taught by creative, problem-posing geography professors.

Examples of global education in-service workshops organized by the University of Kentucky in recent years are The Arab World, African Art, and The United Nations at 50 Years, all collaborative ventures, the first with an outside consultant, the second with the University Art Museum, and the third with the local United Nations Association. Peace Corps and the Classroom, in February 1995, included a retrospective by an older teacher just returned from 2 years' teaching in China as part of the first Peace Corps group there, and reports by local teachers, one whose classroom is hooked up by e-mail with a volunteer in Rumania and another involved in the WorldWise program. The International Classroom workshop has been offered every semester for more than 10 years and, as mentioned earlier, matches international students and teachers for three visits. The in-service workshops, including the International Classroom, and a resource room are projects of the Bluegrass International Program, headquartered at the university's Office of International Affairs and organized by that office's community liaison and a board of teachers, administrators, and teacher educators.

In terms of travel, a professor in the College of Education offers a study tour in conjunction with the Center for Economic Education almost every summer. She has taken teachers to England, Germany, and Japan, among other destinations, and will take teachers to Australia in 1996. She is also currently doing an e-mail project with elementary age students in Kentucky and Scotland. Teachers also take student groups abroad through People to People and other similar organizations. One graduate of our program has taken students to Russia, China, and the United Kingdom. Another got her first international experience by taking a People to People group to England and Ireland in summer 1995. Research shows that even short-term study tours affect teachers (Wilson, 1984), but Fulbright Teacher Exchange and teaching in international schools overseas are other possibilities.

Conclusions

Over the past 20 years, the University of Kentucky Secondary Social Studies Program has increasingly emphasized a global perspective through the content courses it requires, the cross-cultural experiences it encourages, the activities of the methods class, and the varied opportunities in the field.

Have the course work, the advising, and the modeling made a difference? Do most graduates of the University of Kentucky Secondary Social Studies Program teach with a global perspective? There is evidence, from the interns

quoted here and other graduates I know, that the answer is a partial yes. At least, the interaction between the social studies teacher education student and his or her background and the Secondary Social Studies Program has produced some teachers of whom I am extremely proud.

There is an African proverb that says, "One does not cross a river without getting wet." I believe most of our graduates have crossed the river of our program and gotten wet. And I am committed to continuing to push my students into the river and to helping them get across.

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[redacted] RESOURCES

Consortium for Overseas Student Teaching. Kenneth Cushner, 401 White Hall, Kent State University, Kent, OH 44242-0001.

World Game Institute. 3215 Race Street, Philadelphia, PA 19104.

8

Professional Development in Global Education

JANE A. BOSTON

Assessing Your Individual and Institutional Strengths
Defining Global Education for the Context in Which You Work
Identifying Your Institutional Goals
Establishing Relationships With Collaborative Partners
Identifying and Implementing Program Goals, Content, and Strategies
Selecting Resources
Professional Development Programs in Global Education—Three Models
- Bay Area Global Education Program (BAGEP)
- International Studies Education Project of San Diego (ISTEP)
- Consortium for Teaching Asia and the Pacific in the Schools (CTAPS)

Conclusions

Over the past 15 years, almost all major professional education organizations covering a broad number of disciplines have made policy recommendations to their memberships, establishing a strong rationale for teaching about global issues and themes and world cultures in the schools. In 1990, Kenneth Tye reported that eight states required global studies as part of high school graduation requirements and three states had established state advisory boards or offices of international education. Two states (California and Massachusetts) had established satellite global education centers (pp. 8-9). Fred Czarra of the Council for Chief State School Officers has indicated that as many as 22 states now mandate global education (Czarra, 1993). Tye's report also indicated that four states had social studies frameworks or guides with global education strands.

Documents such as the American Association for the Advancement of Science's *Benchmarks for Science Literacy* (1993, pp. 175-179) advocate for the inclusion of global interdependence as a core idea in science curricula. Recommended reading lists in states such as California were broadened to include greater attention to universal themes and literature from throughout the world. Similar patterns may be seen in many other disciplines. However, in spite of years of consistent messages about the importance of a global education at a policy level, most schools still fall short of providing a global education for their students. Their curricula and materials reflect little attention to global perspectives and themes. Global education still falls relatively low on the priority lists of most site administrators and this is reflected in curricula that may cover world history, cultures, and geography but with little or no attention to the context, complexity, and linkages of this content to other world regions, global themes, and crosscutting issues. The reasons for this are complex and, with the exception of the work of Tye and Tye (1992), not much research has been done on the topic. However, there seems to be consensus among a number of educators working in global education that this situation is at least partially influenced by the following phenomena:

- perception that the curriculum is crowded, due not only to the multiple subject area demands on elementary teachers and the pressure for broad coverage in the secondary schools but also a lack of time and financial resources for teachers to research, prepare, and implement new content, particularly in areas with which they are not familiar or for which information is difficult to obtain (Tye & Tye, 1992)
- lack of confidence in teaching about issues or regions of the world for which teachers may have had little or no formal training themselves (National Governors Association, 1989)
- caution about teaching issues that may be complex or controversial (Schukar, 1993)
- limited access to high quality curriculum resources that support global education
- scarce resources for school district-controlled professional development, and priorities that focus on the most visible and pressing community and curriculum concerns such as student safety or restructuring

Although none of these issues is insurmountable, each may be a significant obstacle for school districts going it alone in implementing global education programs. As a result, it is imperative that schools of education and other college- or university-based programs continue to encourage, develop, and support professional development programs at the K-12 level. Teacher educators can play a critical role in creating programs for both preservice and more experienced teachers that will increase the capacity of schools to provide a global education.

Schools that are trying to bring a global perspective to their curricula can benefit from access to a college or university's many resources and from the program activities that may be included in a professional development project. They also gain from links to other schools, organizations, and resources that an

outside support network can help establish. As the pool of experienced teachers working in global education increases, preservice programs are more likely to find placements for their students in settings where global education is part of the instructional program. In this chapter, I will focus specifically on professional development activities for experienced teachers by outlining some of the key issues that should be considered in establishing a professional development program in global education. A number of brief case studies will demonstrate how some successful programs have addressed these issues.

Assessing Your Individual and Institutional Strengths

Each college or university has a unique set of strengths that can support professional development efforts in global education. It is unlikely, however, that any single university is strong in all the possible dimensions of global education. At an early stage of planning, it is wise to take stock of the specific resources your institution has to offer in preparing to work with elementary and secondary schools. For example, you may want to

- identify ongoing relationships with local school districts and determine if any joint programs focused on school change or pedagogy might be enhanced by the addition of a global perspective
- identify specific faculty members, departments, and programs on campus whose work focuses on global or international content, themes, and issues
- examine these lists to assess which world areas, themes, or issues are strongest on your campus and which departments or programs might provide allies and resources for your work with K-12 teachers
- review your institution's goals and identify those that may provide rationale for your work on global education and help you muster resources and political support for your efforts

Knowing your own institutional strengths and weaknesses will help focus your work and will also serve as a guide to identifying collaborative partners, such as local world affairs groups or county offices of education, who might complement the resources of your institution and help you build a stronger program.

When Stanford University created the Bay Area China Education Project, in 1973, it drew from strong faculty interest and expertise on China. Individuals responsible for those early efforts believed that San Francisco Bay Area schools needed support as they began to teach about a China that was about to reopen itself to the world. Similar interests and strengths led to Stanford's creation of the Stanford Program on International and Cross-Cultural Education (SPICE), in 1976, when projects related to Japan, Latin America, and Africa were added to the earlier work on China. Work within the Stanford School of Education on social studies education, interactive, interdisciplinary instruction, and critical thinking skills contributed to the formation of the initial pedagogical base for SPICE.

Specific decisions were made to *not* attempt to address world areas for which Stanford's resources were not particularly strong or where other Bay Area institutions might provide a more adequate resource base. As a result, SPICE did not focus on South Asia or the Middle East, regions where the University of California at Berkeley was noted for its strength. Although an interdisciplinary approach was selected, most programs and materials focused on world cultures, world literature, and world history.

In addition to assessing the institution's academic strengths, it is also helpful to identify the individual people and programs who may be willing to support professional development efforts at the K-12 level. We find that often there is strong interest on the part of faculty members with school-age children of their own. Their interest in strengthening the schools is high and they are frequently willing to provide time that they would otherwise protect for their own research and teaching. There may be programs on campus working with technology, continuing education, or area studies that may be helpful allies. Technology programs may help enhance your communication with K-12 schools. For example, on my campus, one technology project has created a *Japan Window* home page that now includes information about SPICE's programs and samples of our curriculum materials. The faculty member responsible for technology education in the School of Education has participated in professional development programs and helped establish e-mail connections for project teachers. Continuing Studies has provided a home for summer institutes and has offered teachers credit for participation in professional development programs. Federally funded Title VI area studies programs have a formal mandate for outreach to the schools and serve as excellent partners in professional development activities, providing important academic and financial resources. Faculty interest in global education may come from many disciplines and departments and can, in fact, help nurture interdisciplinary work on a campus.

Defining Global Education for the Context in Which You Work

Many different images of global education exist in the world. Some define it around a set of concepts and themes such as interdependence, conflict, power, scarcity, communication, and diversity. Others link it to a more traditional international relations structure in which contemporary issues are critically examined, using international relations theory. Still others look at it through an area studies approach, focusing on history, culture, language, the arts, and humanities. Some programs create a blend of these components.

Programs beginning work in global education need to define it for themselves, based on their own institutional beliefs and practices and those held in the communities to be served by the program. Although it may seem time-consuming to spend time on this in the early stages of a project, it will help to identify the hidden assumptions of those to be involved with the program, including the K-12 educators with whom you will work. One group, the Alliance for Education in Global and International Studies (AEGIS),[1] has devoted consid-

erable attention to defining global education and outlining its parameters for its member organizations in a multiple-page document. AEGIS's work may provide a helpful starting point for your program.

It is important to remember that K-12 educators do not work in a context where the academic freedom norms of the university prevail. Their mandate for public education requires them to follow specific policies and guidelines and to avoid taking advocacy positions.

If you are not clear about the definition and nature of global education as it will be portrayed in your programs and services, others in the community will define it for themselves and you may find yourself in the midst of an unwelcome controversy. Critics of global education label it "un-American" and some suggest that it promotes "naive world-order values such as peace, social justice, and economic equity" and that global educators are working toward a "new world order" (Gregg Cunningham, cited in Lamy, 1990, p. 51). Having a clear definition will give your work focus and will help provide a strong rationale for both supporters and critics.

Identifying Your Institutional Goals

In my work with school-university collaboratives formed to provide professional development in global education, it has become clear that it is critical to understand your own institutional goals in relationship to outreach to the schools/community. In some cases, a lack of clarity about or an insensitivity to institutional goals has led to marginalization of the program within the university or school. Additionally, if several partner organizations are involved, confusion has resulted when one or more of the partners are unsure of their institution's goals and how those goals are being forwarded by a global education professional development project.

In my organization (SPICE), our goals have evolved over time, and as they changed, so did the nature of our involvement with schools. Initially, the goals grew out of the interest of a small number of faculty members in helping local schools teach about China. This interest was more personal than institutional and, as a result, the program remained at the periphery of the university. In 1976, when the university was required to fulfill the Federal Department of Education's Title VI mandate for area studies outreach, legitimacy for SPICE's work increased within the university, allowing SPICE's efforts to expand to other world areas and, over time, to a larger and larger geographic area. As the professional development programs that SPICE helped begin, such as the Bay Area Global Education Program and the California International Studies Project, grew, expanded, and took on lives of their own, SPICE specialized more in curriculum materials development, leaving the ongoing professional development programs for schools to others. Today, our academic home, the Institute for International Studies (IIS), helps determine our structure and priorities and we are seen as an integral part of its mission. When Stanford's area studies centers moved from IIS to the School of Humanities and Sciences, in 1995, SPICE shifted its internal structure from an area studies orientation to one based on the major

themes of IIS (global environment, international security, and international economics) and its contemporary, cross-regional orientation. We still work closely with the area studies centers, assisting them in reaching their outreach goals, but our major activities are more closely linked to IIS research and programs. Our materials are increasingly focused on contemporary issues and we have added significant attention to the global environment to our curriculum work. We find that the more closely our goals are linked to our institution's goals, the more substantive support and legitimacy we have for our outreach to schools and teachers.

A similar situation exists in the K-12 schools with whom you will work. Understanding their goals and priorities and focusing your global education efforts in ways that support those goals will make it more likely that the teachers will find institutional support for the changes they try to make in their classrooms. A few years ago, I watched a group of teachers, participating in a summer institute, enthusiastically transfer what they were learning to plans for change in their school. When they presented these plans to their school's administrator, they were extremely disheartened to learn that he found them incompatible with the goals of the school. In contrast, in another program where we linked our global education efforts to a school district's attempt to implement a literature-based reading program, we found support, access, and significant resources available from the district.

Establishing Relationships With Collaborative Partners

It is often the case that global education professional development programs are best managed and funded by a collaboration among organizations or among departments within a university as well as some of the school districts to be served. The arguments for collaboratives are well documented (Freeman, 1986, pp. 16-28) and, if built on genuine interest and substance, can provide a broad range of services that draw on many institutional and community resources.

For a collaborative to be effective, each partner must be clear about its institutional goals and be committed to the shared goals of the project. The project must ensure that at least some of the significant interests of each partner are met by the project's activities.

In 1979, three San Francisco Bay Area organizations—SPICE, the World Affairs Council of Northern California, and Global Perspectives in Education (later Global Educators)—joined together with Bay Area school districts to form the Bay Area Global Education Program. SPICE brought its mandate for Title VI outreach, contacts with faculty in the School of Education and the Center for Research in International Studies, and a capacity to do curriculum development. The World Affairs Council of Northern California added contacts with the business community and its own program emphasis on contemporary world issues. Global Perspectives in Education brought its long-standing interest in global education and knowledge of organization development. The school districts provided both important information on the real needs of those to be

involved in professional development activities and an understanding of the context in which teacher participants worked. Involving the schools from the beginning increased the likelihood of strong administrative support. Together with their client school districts, the three institutional partners were much stronger than any one would have been alone. This strength appealed both to the educators with whom they worked and to prospective funders.

Regardless of whether a collaboration involves additional organizations, it is essential for college and university educators to form genuine partnerships with those for whom the staff development will be provided. The university faculty/staff members and the teachers/administrators/community members from the schools all bring important knowledge to the table. For a program to have significant impact, time must be spent working together to set goals and implement and assess programs. The attitude that "we'd like to work *with* you on this program," rather than "we're here to help you," goes a long way. I've worked with programs where the enthusiasm and desire of university faculty members to help change schools and "fix" what was wrong prevented them from not only recognizing what teachers already knew but also understanding the contexts in which the teachers worked so they could provide appropriate help. One-directional "help" has an inherent message of disrespect for the capacity of the one being helped.

As in all collaborative efforts, it is important to establish norms for decision making and communication. To avoid confusion, institutional and individual roles must be identified and defined. Expectations about resource allocation and responsibility must be clear. A *new* organization is being created and it will require attention and planning.

A number of years ago, I served as liaison for a statewide project working with eight university-based collaboratives. Typically, each group consisted of two or more departments within a university, a community college, a county office of education or other community resource organization, and three school districts. Each institution was contributing to the project with staff, or financial support, or access to project resources, or all three. The group also received and administered outside money for the project. When I first began working with them, often a single individual, usually the site director, had been selected (often the same person who had initiated the project) and a search was under way for a training coordinator and support staff. Each institution had named one or more representatives to participate in the program. Over the first several months of the project, we discovered that it was important to

* decide which institutional representatives would be included in day-to-day decision making, which ones would be participants in setting policy, and which ones would serve in an advisory or program capacity or both
* define each individual management team member's job description and responsibilities, including such things as who would be the contact with the project's funders; who would handle project finances and general administration; who would be responsible for proposals and reports; who would be responsible for assessment and quality review; who

would hire, supervise, and evaluate staff; who would communicate most directly with school districts; and who would plan and implement project programs and activities

- establish decision-making processes and norms for participation, including the identification of a core management group
- identify communication processes that ensure key information gets to everyone who needs it
- identify strategies for addressing conflict within the project, including difficult personnel issues

In some cases, we identified the issues in advance. In others, we learned from hidden assumptions and oversights that too often led to complex problems.

Identifying and Implementing Program Goals, Content, and Strategies

There are many important program decisions to make when starting a professional development project in global education. Experience demonstrates that it is best to think of such efforts as a long-term commitment to school change. Although one-shot workshops, institutes, or presentations may boost morale or provide teachers with some new ideas, they do little to help schools implement a global education program with significant impact on student learning (Tye & Tye, 1992).

In my early days as a workshop presenter, I excitedly told a wise friend and mentor that "They loved my workshop. They got it." He quietly asked me what "they got," and I realized that I had no idea. I had mistaken enthusiasm for learning and transfer. He helped me recognize the need to step back, place program components in a long-term framework, observe carefully what happens *in classrooms* as a result of program activities, and assess and revise my efforts regularly. This was reinforced for me later when, as a global education team leader in a school district, I noticed that after 3 years of running great workshops, not much had changed in the classroom. A common mistake made in professional development programs is to assume that teachers' enthusiasm for ideas demonstrated in staff development activities always results in changes in their classroom practice. During the Stanford Study of the Schools, in 1983, it was demonstrated that some, though not all, teacher leaders in a long-term global education project showed less implementation of global education in their classrooms than predicted, when systematically observed by an outside evaluator. Their self-reporting in workshop and institute evaluation processes had not been an accurate or complete reflection of what was happening in the schools.

The best projects work with teachers and schools toward clear goals over an extended period of time. They shape their programs in ways that support real needs, reflect an understanding of adult learning theory, and help develop the schools' own capacity to bring a global perspective to their curriculum. Ongoing assessment strategies should include not only teacher reporting of results but also

direct classroom observation and, when resources allow, the collection of student performance data. Global education lends itself particularly well to performance assessment strategies.

As with all change processes, teachers require time to learn new content and strategies, experiment in their classrooms, reflect on the results, and adapt the content and processes to their students' needs. For most teachers, it takes 3 to 5 years to move from an awareness or novice level of understanding global ideas and concepts to that of the expert, who is comfortable with the content, concepts, and teaching strategies and applies them with ease to his or her curriculum. In the early stages, teachers may begin to use individual global activities in their teaching but will not yet see how they connect into a broad conception of education. In fact, I believe that there is a fundamental shift in worldview that must take place for most teachers before they can fully design and implement a global education curriculum. A novice will see teaching about the distribution of world resources as potentially useful knowledge and as a motivating and interesting activity for his students. An expert will recognize that her students must understand the distribution of resources in order to analyze how international political, economic, environmental, and social systems develop and interact. Each teacher brings a different background to the task of learning about global education, and, in much the same way teachers adapt their instruction to their students' needs, we must adapt our professional development programs to theirs. The best professional development activities provide continuous learning opportunities both for those who are just becoming aware of global concepts and issues and for those who may have many years of experience in this area. To facilitate this, a program planner might include more experienced teachers in planning and implementing programs for newer teachers. This will give these seasoned educators opportunities to reflect on, synthesize, and utilize what they have learned in a new context and, at the same time, it will provide recognition and legitimacy for their professional knowledge and work.

Other chapters in this book give significant attention to the variety of content options available for global education programs. I will not attempt to cover that ground again here. Instead, I will focus on the overall planning and organization of high-quality projects and their various program components.

In working with groups beginning new professional development programs in global education, I find the following questions to be helpful in setting goals, identifying content, and establishing implementation strategies:

1. What are the current significant priorities of the schools with whom you will be working? How are global education content and themes linked to these priorities and how can you support the schools' attempts to address them?
2. What are the norms for professional development in the schools with which you will work? Is there an existing professional development infrastructure that may help you meet the project's goals? If not, what extra steps will you need to take to ensure that the teachers who participate in your project will receive institutional support?

3. What are the long-term expectations for the teachers who will participate in the program regarding
   a. personal intellectual growth?
   b. application of new content to curriculum?
   c. application of new classroom teaching strategies?
   d. evaluation and adaptation of existing materials?
   e. development of original curriculum materials?
   f. leadership/professional development for others?

4. What is the appropriate mix of these areas in your project's program design? What activities best support each area?
5. What content/pedagogy is most needed by the schools? Which of these content areas/pedagogical strategies are linked to the strengths of you, your institution, and your partner organizations? What other community resources are available to you in helping teachers master this content or pedagogy?
6. What are the tools you have for implementing this program (lectures, panels, discussions, curriculum demonstrations, field trips, institutes, workshops, resource materials and curriculum libraries, newsletters, informal interactions, electronic resources (e.g., Internet), school visits, peer review, coaching, mentoring, social events, etc.)? How will these help you accomplish your goals?
7. How can you use your knowledge of teacher needs and adult learning theory to build the program? What relationship will there be between the content you select and the processes through which it is shared?
8. How will you develop shared ownership among the staff and the participants for the project and its goals?
9. How will you use the teachers' craft knowledge?
10. How will you structure opportunities for interaction between university scholars and the teachers?
11. What processes will you use for reflection—both yours and that of the project's participants?
12. How will you and others staffing this project interact in order to share information, plan, adjust the program components as required by participant needs, and handle unexpected situations? Will this process be open to the participants?
13. How will you monitor what is going on with the participants to determine if they are responding in the ways you anticipated? How will you know you are meeting their needs? Are there ways for them to give you direct feedback on how things are going?
14. What is the duration of this project? How will the changes that it initiates be supported over time? Are there plans for deepening the institutional roots of the project in the schools?
15. If you plan to include curriculum development, what are your expectations in this regard? Will the materials be primarily for the teachers'

own classrooms or will they become a product to be shared with others? If the latter, how will you ensure quality and accuracy? Will the teachers have opportunities for critique and review?

16. Will you use curriculum development as a professional development tool—an opportunity to help them synthesize and apply what they learn?
17. Are you prepared to suggest curriculum development strategies? If so, what steps in curriculum development will you recommend?
18. How will you know that you have accomplished your project goals?

If you are just starting out, it is important to remember that no two individuals or projects will answer these questions in exactly the same way. However, thoughtful attention to these questions will help shape a project that will use the strengths of your institution to meet real professional development needs through carefully focused program components. You are more likely to find your efforts directed toward meaningful activities with lasting impact.

Selecting Resources

Curriculum Materials. For many years, I found myself in a frustrating position. I was often asked to provide workshops for elementary teachers and, although I could share my own thinking about global education and demonstrate a few interesting classroom activities, each time I ended the session by admonishing the participants to think creatively, adapt materials developed for older students, or create new materials themselves. As I grew more and more mindful of the scarce time these teachers had for research and development of their own materials, I felt increasingly ill-prepared to support the changes I was recommending. Few high-quality materials were available for teachers to use as starting points in developing their own more global curriculum. Although the situation today is somewhat better, finding, demonstrating, and recommending global education curriculum materials remains a significant task for any professional development project.

In recent years, textbooks have increased their coverage of world regions, cultures, and contemporary world issues but they alone are still not an adequate source for global content. There is a larger pool of supplementary curriculum materials for global education than there was 10 years ago but the quality is quite uneven. Too many of the available materials focus on the "foods and festivals" aspects of world cultures, use only worksheets or question/answer teaching strategies, or represent single perspectives or advocacy positions on complex contemporary issues. Some actually perpetuate biases and stereotypes or treat difficult issues superficially.

We recommend that early in your project's development, you create a process for evaluating and adapting curriculum materials. Use this process in identifying the materials you demonstrate to teachers in workshops and other professional development activities. Share the process with teachers or, better

yet, have them help you develop it. Involving them in this way will help them become more skilled in identifying appropriate resources for themselves and their colleagues. Issues that you may want to consider in this process include

- academic quality and timeliness
- treatment of multiple perspectives on complex or controversial issues, particularly those representing principal contending positions or from those who are part of the countries or groups portrayed (e.g., are issues portrayed evenhandedly?)
- degree of attention to contextual information—geographic, historic, and cultural
- pedagogical strength—teaching strategies that develop critical thinking skills, encourage problem solving and participation, and provide access for all students
- use of primary sources and artifacts
- age appropriateness

As a starting point, you may want to request sample resource lists from many of the organizations listed in the Appendix. Materials produced by these organizations are likely to meet the criteria you establish for your program or they may have developed bibliographies or resource libraries for their own projects. Merry Merryfield, at The Ohio State University, developed a set of criteria for evaluating materials on Africa (see Chapter 5) and Elsie Begler, at San Diego State University, managed a project in 1990 that made recommendations on teaching about the United States and Mexico (Begler, 1991). One particularly strong resource list was developed by the Schools Program of the World Affairs Council of Northern California, in San Francisco.[2] Each curriculum resource in their loan library for teachers has been screened, based on a set of clearly identified criteria.

Resource People. Each college or university community has a rich resource of faculty and community members who have important content and experience to share with teachers in a global education program. It is important, however, to apply some of the same criteria you establish for selecting materials to the people you invite to participate in your professional development activities. In the early days of the Bay Area Global Education Program, the staff learned that there is considerable prework to be done with presenters for teacher groups. Some faculty members miss their audience—either underestimating the knowledge of their audience or talking at a theoretical level unintelligible to all but those insiders in the discipline or field. Others bring a strong political perspective to their presentation. Often, a speaker's need to cover a large amount of content in a brief period of time cuts short the time available for questions or for teachers to process the information.

The following simple techniques can be helpful in selecting speakers and designing sessions that will maximize their helpfulness and impact:

1. *Before* inviting a resource person to participate in a program, be clear about the content goals for the event. When you first contact the resource person, communicate these goals and ask how he or she might help you meet these goals, or give specific instructions about what you need from this person.
2. Whenever possible, use speakers or presenters you have heard yourself or who have been recommended to you by trusted associates.
3. Once you have selected a resource person, send clear instructions in writing. Remind him or her of your goals for the program and provide information about the audience, the structure of the event, and where his or her presentation fits in the overall framework of the program/project. Let the person know how much time he or she will have and what activities will precede and follow his or her presentation.
4. If the speaker has a known perspective on the topic, plan to invite other speakers with contending perspectives or provide materials to the participants that articulate other perspectives. Use the opportunity to debrief an advocacy-based presentation, particularly one that is unexpected, to discuss the role of educators in helping students recognize and evaluate differing perspectives.
5. When possible, use a speaker more than once to allow him or her to become more familiar with the teachers, to go deeper with the content, and to increase the likelihood that an ongoing dialogue will be established between the teachers and the resource person.

Professional Development Programs in Global Education: Three Models

A number of professional development programs in global education have been established throughout the United States and Canada over the past two decades. Some have been operating continuously since the late 1970s. Each has found a program model that suits its own institution and the needs of local schools. In the brief case studies that follow, I would like to introduce you to three of these programs and describe how they have addressed some of the issues mentioned earlier in this chapter.

Bay Area Global Education Program (BAGEP)

In 1979, the Stanford Program on International and Cross-Cultural Education (SPICE) at Stanford University, the World Affairs Council of Northern California in San Francisco, and Global Perspectives in Education joined together with San Francisco Bay Area school districts to create the Bay Area Global Education Program (BAGEP). As described on the following pages, each of these organizations brought a set of unique strengths to the collaborative and each had organizational goals that could be met by providing professional activities for the K-12 schools. Early attention was given to organization development, and a

staff was formed with representatives from each of the three organizations. Each group contributed significant funding from its own resources and together they raised additional project money to support their activities.

BAGEP's goal, according to Robert Freeman, one of its founders, was "to improve internationally related classroom experiences for elementary and secondary students by increasing the international competence of their teachers" (Freeman, 1986, pp. 78-79). BAGEP staff members created a working definition of global education and identified a set of student outcomes toward which its professional development activities would be directed:

> Teachers can help high school graduates:
>
> * recognize the interconnection of people, issues, and events in the world's economic political, social, and ecological systems
> * develop an awareness of current world conditions including population growth, economic conditions, world health, resource availability and use, trends in science and technology, and major international conflicts
> * acquire problem-solving and communications skills to deal with the inevitable conflicts and changes that occur in a complex, ambiguous and pluralistic world
> * understand the history, traditions, and values of American society and its relationship to other major areas of the world, including Africa, Asia, Latin America, and the Middle East
> * develop awareness that each individual has a unique cultural perspective that is not universally shared by others
> * recognize the importance of communicating with people from other cultures in their own languages
> * seek solutions to world problems through participation in the democratic processes of the United States (pp. 78-79)

District Team Leadership Model. From the beginning, BAGEP decided to work in depth with a limited number of school districts and teachers in order to increase the likelihood of long-term implementation. Project staff members explored a number of school districts before selecting those with which they would work. The first two pilot districts were chosen because their administrators were willing to provide resources and support for the program and because there had been some previous history of working together between these districts and one or more of the three resource organizations.

To focus its professional development activities, BAGEP selected a leadership team development model built around a teachers-teaching-teachers strategy. Program elements generally included attention to international content and issues, teaching and learning strategies, curriculum resources, and leadership development. Teams were created in each participating school district to provide local leadership and increase each district's capacity to provide its own professional development in global education. Each district was required to invest some of its own time and resources in order to participate. Clear expectations

for participation were outlined, including an expectation that each team would provide both awareness and skill-building workshops for teachers in its district.

Several interrelated program elements were implemented by BAGEP. These included awareness activities that helped identify interested teachers and potential leaders while providing an introduction to the topic for others. An *awareness workshop* typically lasts 1 to 2 hours and includes a speaker, one or more curriculum demonstrations, and a resource materials display. *Skill-building workshops* are somewhat longer, providing 12 to 15 hours of professional development on a particular content area, or teaching strategy, or both. A *curriculum materials resource library* provides access to high-quality teaching resources through a free loan policy for participating teachers. *Optional summer institutes* provide teachers an opportunity to study a topic in more depth over a 2- to 4-week period. Early institutes focused on world regions such as East Asia, Africa, and Latin America. *Study tours* of 3 to 6 weeks allowed some participating teachers to experience other world regions firsthand and to reflect on their experiences with other educators. *Team workshops* lasting 2 to 3 days were held three times a year to encourage networking among participating school districts and to provide continuing professional development and feedback. Staff members also provided *program consultation* in the field to district teams and school administrators. Both a *central newsletter* and district-specific newsletters also contributed to information exchange.

BAGEP's original model works particularly well in suburban and mid-sized school districts, and many lasting results of its earliest work can be found today. Participating teachers have served as mentors, become principals, and two (myself included) now head its original partner organizations. A number of districts have adopted districtwide policies that include a global perspective and have shaped their curriculum guides and staff development programs to reflect this priority. Some districts continue formal global education programs with a minimum of support from BAGEP.

BAGEP's experience in large, complex urban districts such as San Francisco and Oakland has been somewhat less successful. Staff members find it difficult to maintain a sustained effort and to create programs with enough support to last beyond 1 or 2 years. This experience has led me to believe that there is a maximum district size in which a district team model can work.

Recent Initiatives. Over time, BAGEP has evolved and changed, experimenting with a number of other professional development formats. It has largely abandoned its original district team development strategy, and a later school site team model, and now works with a leadership cadre of teachers from several different districts. This group plans regional activities and advises BAGEP on all aspects of its program. Currently, BAGEP is working with a group of teachers for an extended period of time to implement the teaching approach called *group work* or *complex instruction* that was developed by Dr. Elizabeth Cohen of the Stanford School of Education to improve access for low-status students. This has involved summer institutes, skill-building workshops, and intensive on-site coaching and feedback for participating teachers. In 1995, BAGEP began a similar project with

another group of teachers to implement an international negotiations project, including an online simulation, over a 2-year period.

The experiences of BAGEP have provided a starting point for a number of other programs throughout the United States. In 1985, a statewide network of school-university collaboratives modeled after BAGEP was created throughout California. Today, the California International Studies Project is one of eight California Subject Matter Projects funded by the State of California to provide professional development for California teachers. Ten regional school-university collaboratives now serve the state's schools. Some use the original BAGEP district team model, others have created their own unique programs.

International Studies Education Project of San Diego (ISTEP)

Founded in 1984, and now one of 10 regional resource centers affiliated with the California International Studies Project, the International Studies Education Project of San Diego is jointly sponsored by San Diego State University, the University of California, San Diego, and the San Diego County Office of Education. The project also works in close collaboration with the Greater San Diego Council for the Social Studies and affiliated school districts, which are represented on its advisory board.

Building Bridges: Linking Curricular, Instruction, and Human Relations Objectives for a Diverse Student Population

Originally developed around the BAGEP district team model, ISTEP has also evolved to meet local needs and draw upon the strengths of its institutional base and staff. Recently, it created a 3-year school site-based program for elementary and middle schools in order to build bridges between the study of cultures abroad and the development of positive attitudes and behaviors toward cultural and racial diversity at home. The program was built on the belief that the knowledge, skills, and understandings necessary to work successfully with other cultures were applicable in both local and global settings.

The following six specific objectives were identified in the original proposal for the Building Bridges project, developed by ISTEP Director Elsie Begler:

- to improve participants' content knowledge and cross-cultural expertise, particularly in regard to the understanding of culture, processes of culture change, and specific groups that have contributed significantly to the U.S. population
- to provide participants with a deep understanding of organizing concepts in global/multicultural education and the relationship of these concepts to their own lives, classrooms, and curriculums
- to provide participating teachers and schools with a variety of approaches for creating inclusive classroom and school climates, accepting and respectful of individual and cultural differences

* to provide participants with training and practice in instructional strategies that promote equitable learning for all students
* to provide participants with a variety of approaches and materials for infusing, adapting, or restructuring the curriculum to incorporate increased attention to the study of cultural diversity and human commonalities, and to promote conceptual development, critical thinking skills, and positive attitudes toward diversity in their students
* to develop cadres of teachers capable of playing leadership roles in global/multicultural education at the school, district, region, and state levels

The program requires a long-term commitment on the part of participating schools and districts and outlines specific responsibilities for team members. Principals are required to participate in the program and each site must contribute to costs of the program. Project teams participate in 2-week summer institutes each year, a 2-day fall retreat, two full-day follow-up team planning workshops during the academic year, and other special events. They in turn are encouraged to provide staff development for others in their schools and to become active on textbook adoption, materials selection, and curriculum development/revision committees.

To promote equitable learning, Building Bridges provides professional development opportunities in areas such as cooperative learning, conflict mediation, and community building. The staff also works closely with community resources such as the San Diego City Schools Race and Human Relations Program.

An interim report for Building Bridges shows quite remarkable progress in many of the schools. Director Begler attributes this in part to (a) clear expectations set at the beginning of the project, (b) early on-site meetings between the ISTEP staff and the teams and principals, (c) formal attention to team mission and goals during the summer institute, (d) ISTEP's experience in providing clear materials and guidance to assist with the development of team roles and school site action plans, and (e) strong school site and district-level administrative support. These early results demonstrate the critical importance of building a partnership with school districts that includes strong administrative support, establishing clear goals that are related to the needs of the schools, and providing ongoing resources and support for schools implementing global education programs over an extended time period.

Consortium for Teaching Asia and the Pacific in the Schools (CTAPS)

Another adaptation of the original BAGEP model was developed by Dr. David Grossman, former director of SPICE and one of BAGEP's founders. Centered at the federally supported East-West Center, in Honolulu, this project, currently directed by Dr. Betty Buck, represents a collaboration among the Hawaii State Department of Education, the Asia Society, and the Public Affairs

and Public Education Program at the East-West Center. This project was initiated in 1988 to develop the teaching and leadership skills of precollegiate educators in order to infuse more Asian and Pacific content into U.S. classrooms.

The program is built around a school complex leadership team model and follows an annual cycle of activities, similar to those cases described earlier. As with BAGEP and ISTEP, CTAPS teams are required to commit to working together for an extended period of time, and distinct expectations are established for their work in their local schools. From the beginning, the expectation is clear that the goal is to develop, over a 2- to 3-year period, each school complex's capacity to carry out its own professional development activities on Asia and the Pacific. CTAPS provides extensive staff and financial support during this initial time period.

From the beginning, CTAPS established some very clear requirements for its teams. Each team is to be made of up of teachers and administrators from a school complex, and all team members are required to attend a 1-day orientation, followed by a 2-week summer institute. The institute includes an intensive introduction to Asia/Pacific content, curriculum, and teaching strategies and provides teams an opportunity to begin planning for follow-up activities. Special attention is given to team development. During the year, the teams gather regularly for leadership workshops that include new content and curriculum and provide opportunities for feedback and planning.

Team members are also offered opportunities to participate in study tours to locations in Asia and the Pacific and, in some cases, may develop curriculum materials related to their travel experience. The leadership teams then design and lead workshops for other teachers in their own school complexes. Since its inception, CTAPS has developed approximately 20 leadership teams in Hawaii public and private schools, representing more than 70 individual schools. From time to time, as capacity allows, CTAPS may also share relevant aspects of its program with teams from the U.S. mainland and other Pacific Basin countries. CTAPS also maintains a resource library for participating schools.

As is the case with BAGEP and ISTEP, CTAPS leadership development capacity has been remarkable. Teachers who participated in the first years of the project are now organizing and running some of the centrally based activities. Many have moved into leadership positions within their schools and complexes. CTAPS offers strong evidence that a well coordinated program with clear goals can have a significant impact on the schools.

Conclusions

With careful attention to institutional and project goals and thoughtful program design, colleges and universities can play a key role in initiating and supporting increased attention to global education in the K-12 schools. It is important that projects be built around genuine needs in the schools and substantive partnerships among colleges and universities, K-12 schools, and community organizations. Efforts must be directed toward linking global education to other school priorities and developing long-term capacity in schools for providing their own

professional development activities. Program activities should combine global content, effective teaching/learning strategies, access to high-quality curriculum materials, and leadership development. Their design should reflect current understanding of adult learning theory. Project staff should understand that effective professional development programs require a long-term commitment to working together with K-12 teachers.

Some persistent issues continue to face professional development programs in global education. One recurring issue is that of uneven support for global education within a school or district. In each of the programs described above, programs have thrived where there was strong support and waned or disappeared where there was not. Both participating teachers and project staff are subject to burnout when there is insufficient support for a program. One remedy for this is to set clearer and clearer expectations for participation. Spending significant time together at the front end of a project can help avoid many potential pitfalls. This also helps ensure that a genuine partnership between the school and the college or university collaborative is in place, creating mutual ownership and responsibility for achieving the goals of the project.

One outcome of the leadership development efforts of the professional development programs mentioned above has been that a significant number of participating teachers leave the classroom to assume nonteaching leadership roles. Although this is certainly a desirable outcome, it is important to create ways to more effectively support ongoing professional development for teachers who will remain in the classroom.

Large urban school districts continue to provide a challenge for global education projects. The size and complexity of the educational bureaucracy, high turnover in schools, and the number of serious issues faced by teachers and administrators in these districts make it more difficult to address their needs. There is a need to continue to identify professional development models that work in these settings, and in doing so, particular attention should be paid to developing support systems for teachers who move from school to school.

Although the task of creating a comprehensive professional development program in global education is challenging, it is an opportunity that those who have taken up the task find rewarding. Colleges and universities have many rich resources to share with K-12 schools and can help ensure that an instructional program is created that transcends a "foods and festivals" approach to learning about the world and one's place in it. The collaboration that results from creating such a professional development program is likely to have an impact on not only the schools you hope to serve but also your own teaching and research.

NOTES

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9

Building Faculty Commitment for Global Education

ROLAND CASE
WALTER WERNER

Background
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- Research and Publications
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Lessons
- Conceptual Clarity
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- Utilize Existing Resources

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Most global education efforts in faculties of education are directed to preservice teachers. Although much less attention is paid to faculty members, there is considerable need to foster their understanding of and support for global education. Little is available about how best to do so. In this chapter, we examine our professional development efforts with teacher educators at four British Columbia faculties of education during the period from September 1993 to August 1995. An important focus of our attempt to globalize teacher education in these institutions was to build commitment among faculty working in all curriculum areas, not simply those working in social studies or language arts. Our analysis of these efforts will proceed as follows: a brief background to the project, a summary of our strategies for infusing global education into teacher education, an assessment of their impact, a discussion of the factors influencing professional development of teacher educators, and an account of the lessons we learned from our experiences.

Background

Global education has been a strong current within Canadian educational reform. From 1987 to 1995, the federal government, through its Canadian International Development Agency (CIDA)—the American equivalent is United States Agency for International Development—funded nine major teacher unions across Canada to conduct teacher in-service, produce curriculum materials, and develop appropriate pedagogy to support global education.[1] The primary focus of the unions was the ongoing professional development of their members. There was little incentive to include preservice teachers. For their part, Canadian faculties of education felt little stake in global education beyond sponsoring special interest courses or summer institutes for teachers.

As a means of supplementing its in-service focus, in 1993, CIDA initiated two pilot projects to introduce preservice teachers more systematically to implementing global education across the curriculum. Accordingly, 2-year funding, totaling $70,000 ($50,000 U.S.), was extended to a group representing four university faculties of education in British Columbia.[2] The British Columbia faculties (Simon Fraser University, University of British Columbia, University of Victoria, and Malaspina University-College) represent differences in size, institutional cultures and histories, and program arrangements. The smallest faculty consists of 30 tenured and sessional instructors who focus solely on 240 preservice students; the largest faculty has more than 120 full-time, tenured faculty serving 800 preservice students and many more graduate students.

Although many of the 300 full-time faculty members in these four institutions had not previously encountered the term *global education*, many courses already contained aspects of global education, including the goal of promoting greater cross-cultural understanding. This latter emphasis had become necessary over the past decade because of increasing diversity within British Columbia's schools. The purpose of our project was to extend and enhance existing faculty efforts and to entice other colleagues to support the vision of global education articulated by CIDA:

> Global education is a perspective (not a subject) which underlies and shapes the teaching and learning processes of schools. Through it students develop knowledge about, and critical understanding of global issues as well as skills to enable them to address those issues. Through it, they acquire values that give priority to ecological sustainability, global interdependence, social justice for all the world's people, peace, human rights, and mutually beneficial processes of economic, social and cultural development. Through it they are enabled to develop the will and ability to act as mature, responsible citizens with a commitment to create acceptable futures for themselves, their communities, and the world. (CIDA, 1994)

The project had two main target audiences: faculty members and preservice students at the four institutions. This chapter focuses on our work with faculty members to encourage and support them in implementing global education goals and appropriate teaching strategies into their pedagogy courses. We favored both infusion of global education dimensions into existing offerings and, where feasible, the creation of new courses. Infusion was seen to embed global education across the so-called regular and ongoing curriculum of teacher education and to encourage its perception by preservice teachers as a core dimension of their teaching and not merely as an enrichment activity.

Because of the autonomy of university instructors in determining course objectives and resources, there was no consideration of pressuring colleagues into infusing global education into their courses. Rather, a low-key approach was adopted. Although the deans at the four institutions supported the project, the activities were planned and implemented without formal faculty approvals and mandates. In some cases, department heads and other administrators actively encouraged participation; in most cases, it was a matter of individual interest. The project was managed by a seven-person committee, consisting of unpaid codirectors at each of the four participating institutions, a part-time project coordinator, the director of a provincewide global education project in schools, and a member of an umbrella organization for nongovernmental agencies doing development work overseas.[3]

Strategies

The substantial differences among the four institutions meant that no single generic strategy was appropriate. Nevertheless, the project management committee agreed upon a shared orientation. For the most part, we sought to strengthen the existing infrastructure of people, resources, and courses and to raise the profile of global education among interested faculty members by offering them a range of opportunities and inducements. More particularly, the three following interrelated strategies were directed to faculty members: (a) professional development, (b) research and publications, and (c) facilitation and support.

Professional Development

Over the 2-year life of the project, faculty were provided with a variety of professional development opportunities, principally study sessions and guest speakers organized through the project, and participation at conferences sponsored by other organizations.

Subject-Based Symposia. Early in the project, faculty from the four institutions were invited to spend a full day with colleagues in the same subject area to share not only current interests and work related to global education but also concerns about it. In all, seven daylong symposia were held, involving a total of 140 faculty and graduate students from social studies, fine arts, mathematics, science, language arts, and humanities. Each symposium began with a short overview of global education, followed by a number of small and large group discussions that addressed the following: What are the goals and central concepts of global education, and are they appropriate to our subject area? What relevant initiatives are we currently taking in our research and in our work with preservice teachers? What is still needed? Participants discussed ways to explore their ideas further through research, writing, or the development of teaching materials. As follow-up, participants were given selected articles to read and were put on mailing lists or e-mail for further information about relevant seminars and the progress of the project.

Conferences. An international conference for university educators from all faculties, held at the University of British Columbia in April 1995, offered 65 sessions with more than 80 presenters from 12 countries, all directly related to global education. The project negotiated with the conference organizers to include teacher education as one of the conference's major themes. Thirty-eight teacher educators and graduate students from the four institutions presented at the conference and also had opportunities to interact with professors from the social sciences and humanities whose work was globally oriented.

In November 1994, the provincial teachers union and the university project cosponsored a conference for in-service and preservice teachers. Classes were canceled or rescheduled for 2 days to allow more than 400 preservice teachers and 20 university instructors to attend sessions that illustrated classroom strategies and resources for global education.

Seminars. The project organized five half-day seminars on globalizing teacher education, featuring talks by internationally known academics and authors (including Bella Abzug, Edmund Garcia, Merry Merryfield, and Jan Tucker). In addition, faculty were encouraged to attend the wide range of guest speaker seminars (usually 1 hour of presentation and group discussion), organized by others on campus whenever the topics directly related to global education.

Research and Publications

Because the need to carry out research and generate publications are two of the more powerful inducements within university culture, a second major strategy to increase faculty commitment to global education was to support research and curriculum development, and then to disseminate these writings through conference presentations and publications.

Academic Publications. Arising from discussions during the symposia was an invitation to faculty to contribute articles to four academic monographs on the theme, Global Education Through the School Subjects.[4] These monographs, developed and published by the project, provided both a rich learning opportunity for the 44 authors and a legacy for other faculty members, preservice teachers, and practicing teachers. In addition, faculty involvement in the project gave rise to two book chapters, nine journal articles, and 11 occasional papers in a series published by the project. Five master's and four doctoral theses addressing aspects of global education were completed during the project period; supervision of this research was an important vehicle for further faculty professional development.

Conference Presentations. The project organized four symposia on global education in teacher education at the previously mentioned international conference, and a special session at the annual national conference of the Canadian Society for the Study of Education. This provided faculty with opportunities to present formal papers related to their global education research and work and to receive feedback from a broader audience.

Curriculum Projects. Various curriculum publications grew out of the project. Those involving faculty members include revision of a national textbook for preservice teachers to incorporate a discussion of global education (Wright, 1994); the inclusion of nine articles in an anthology for social studies teachers, addressing key themes in global education (Case & Clark, 1994); the development of several chapters in a high school social studies textbook dealing with international economics, the United Nations, and human rights (Case & Baum, 1995); and an upcoming book on using stories to teach elementary students about global concerns (Zola, Smith, & Sinclaire, in press).

Facilitation and Support

Financial and institutional support was the third prong of our efforts to build faculty commitment to global education. This strategy included providing faculty and graduate students with money to purchase books, participate in conferences, or undertake other global education-related activities. For example, the project supported the research of a professor who tracked the impact of global education on student teachers' beliefs and practices, and paid 75% of registration fees for faculty who presented on global education at the international conference. Other support included acting as an information exchange and facilitating

cooperation with other global education groups operating in the province. Books, curriculum materials, course outlines, bibliographies, conference proceedings, and photocopied collections of journal articles were collected for a number of subject areas and made available to interested faculty for use in their courses. An international publisher was given a $2,000 subsidy from project funds toward publication of one of the previously mentioned curriculum resources.

Impact

To provide a context for the analysis of our efforts, it is necessary to provide some indication of the impact of the project. This brief assessment is based on seven sets of written evaluations from students and faculty, examples of student assignments, interviews with a representative sample of professors drawn from the four institutions, and numerous informal observations and participant comments.

Impact on Faculty

There are two levels of project impact on faculty. The first is the degree to which interest was aroused in exploring the relevance of global education for preservice training. The most obvious effect of the project was to raise the profile of global education at our institutions. Partly because of our coordinator's exposure during the project and the university's desire to continue these efforts, she was subsequently hired as a full-time faculty member by one of the institutions. The increased legitimacy and awareness of global education was especially due to the more visible activities such as the conferences, the interuniversity symposia, and the publication of the monographs. Nearly 180 teacher educators devoted at least 1 full day to attend one or more symposia/conferences on global education. Written and verbal evaluations of these events were positive, particularly because of the opportunities for discussion with colleagues from other institutions. Most participants also expressed a desire for further symposia, and more than half said they wanted to explore global education through writing.

Many who did not get involved said that they were already integrating aspects of global education into their teaching and writing. In some of these cases, global education was perceived as synonymous with other related movements such as multicultural education or environmental education. Although these movements overlap in significant ways, the fundamental notion in global education—that of seeing situations, people and places from a *global* perspective (cf. Case, 1993) may not be present in multicultural and environmental education (Werner & Case, in press). Other faculty who did not get involved simply had no interest in global education or perceived it as not being germane to their fields. For example, some drama educators and mathematics educators were concerned that global education would draw attention from the core goals of their subjects. Significantly, others in these same areas saw global education as a way of infusing important perspectives into the core goals of their subject and as a vehicle for increasing its perceived relevance.

The second level of impact is on the commitment of faculty members to learning more about global education and clarifying its concepts in light of their disciplines. Evidence of impact is provided by the number and quality of articles written for the monographs, conference presentations, and other publications. Because public writing requires considerable time and work, this is one measure of the priority that more than 50 authors gave to global education. Many of these articles are insightful concerning the meaning of global perspectives within preservice disciplines, and a few represent rudimentary or even simplistic views. Those professors who volunteered to organize symposia and writing projects showed the greatest level of increased commitment to global education and did extensive reading and reacting to the writings of colleagues. Even faculty who had minimal involvement in the project mentioned that it increased their awareness of the need to teach more globally.

Although there was considerable interest raised by the project's activities, many faculty did not carry this interest any further. They supported global education with their students but, because of time demands, devoted little more than a session or two to the topic.

Not all of the project's activities contributed to expanded faculty understanding of global education. Least successful were "talk" sessions because they required little investment beyond some time. It was more productive to augment this discussion with writing tasks that explored global education in each of the disciplines. These tasks provided a focused opportunity to read the literature for a specific purpose and then to clarify and extend one's thinking by "writing back." Naturally, the benefits of this dialectical process depended on the attitudes of those who participated. Some formed collaborative pairs or trios around a topic of common interest in order to enhance their writing through ongoing discussion, whereas others used the occasion to produce a piece they already had in mind, without coming to terms with new literature or the ideas of colleagues. Many did not read extensively in new areas nor were they inclined to venture into new areas of scholarship. They tended to build on an idea or product that was already in the works by adding a global twist to it—for example, by substituting examples from around the world. Once written, though, the articles were placed in larger collections and authors could see their own ideas in relation to those of other authors. This reflection was most successful when the authors of one of the collections of papers reconvened as a group to critique their work in progress. Not surprisingly, the process worked best for those who served as editors; their ideas about global education were considerably clarified and extended through reacting to the written drafts of others.

Impact on Students

Over the 2-year period, it is estimated that 3,500 students received some instruction in global education, and more than one third of these students were in courses where global education was a major theme. For example, a number of the course readings and several of the classes would focus on aspects of global education and typically one or more of the assignments would require a global dimension. An additional 100 students enrolled in courses dedicated to global

education. Three sources of evidence suggest that many preservice students found the ideas and methods important and were able to understand them in pedagogically relevant ways.

The first type of evidence comes from questionnaires given at the completion of various courses. As expected, responses show that the least impact comes from courses that provided a single seminar on global education or that had students attend one-shot workshops. These brief and isolated exposures provided limited information about some teaching techniques or materials but did not deepen students' understanding of the goals and concepts of the area. Student reactions to such events were mixed; some became interested in the particular strategy or resource that the workshop presented, whereas others saw little personal or professional benefit. As the following remark suggests, short introductions to some teaching strategies for global education do not sustain thoughtful change for preservice teachers: "The conference [sponsored with the teacher union] did not provide me with a great deal of information. What I have learned about global ed. I learned on campus in 15 minutes." Even brief introductions, though, may spark awareness: "Now I consider it [global education] or think about it, whereas before it may not have crossed my mind."

Within courses that purported to have global education as an important theme, impact depended upon how the topic was understood and presented by instructors. Students who made negative comments seemed to know the least about global education and were influenced by instructors who were not very committed to integration beyond some presentations (usually given by an external facilitator). A greater degree of impact on understanding and critical reflection occurred as students were given readings and opportunities to discuss the implications of the ideas. These were less likely to view global education as a limited set of teaching ideas to be added to the curriculum; instead, global education raised essential questions about what children are (and should be) taught. For example, one student commented, "Teaching social studies by country, without linking it to others, is *gone*. The interdependence should be stressed—systems common to countries should be taught." Another student observed, "The goals of global education will definitely be a priority because our society is so egocentric that our students are not seeing beyond their own little worlds, and this needs to change." Not surprisingly, the most change came from courses dedicated entirely to global education, because this allowed for in-depth discussion and application. Put simply, the extent and quality of impact depended on how seriously and knowledgeably professors treated global education.

A second type of impact evidence lies in the series of reflective journals that some students were asked to write on their reactions to global education literature. Such tasks were done for courses in which global education themes were given extensive treatment and, not surprisingly, reactions were more thoughtful and positive. Some of these papers were extensive (e.g., up to 19 pages, single-spaced) and most proved to be useful for having preservice teachers synthesize and evaluate what they were learning. As one student commented,

> So many units that are intended to promote multiculturalism are grossly shortsighted and incomplete and serve to reinforce stereo-

> types instead of diminishing them. Every year, I see the Grade 6 class study Japan. The unit focuses on the exotic and bizarre aspects of the Japanese culture and has no important meaning that I can make out. . . . Despite the best of intentions, much of what is done (food celebrations, special events, etc.) serves only to highlight differences rather than similarities and provides only a tiny glimpse into a people's culture. Tiny glimpses most usually produce misconceptions rather than understanding. . . .

A third evidence is the fact that students were able to produce a range of curriculum resources suitable for various subject areas. They could translate the concepts and issues of global education into relevant teaching activities and materials. Again, this was true particularly, but not exclusively, for courses dedicated entirely to global education, because of the breadth and depth of pedagogical issues that could be addressed.

Factors

If we are to learn from our experiences, we need to explore the underlying factors that contribute to our successes and failures. Unfortunately, the literature on educational innovation provided few insights into how programs change within faculties of education, as compared to the volume of literature over the past 20 years identifying the factors that influence innovation within school subjects (e.g., Fullan, 1991, 1992, 1993), and the apparent intractability of school cultures (e.g., Hargreaves, 1993; Sarason, 1982, 1990). The university context is very different from that of schools. Among other things, professors have fewer external constraints on what they teach, greater access to a broader range of ideas and resources, more autonomy over defining change and freedom to experiment with it. The literature offered little reflection on how to engage professors across subjects in a common reform project (Gilliom, 1993; Slowey, 1994; Weil, 1994).

Several important issues arose in our attempts to mobilize the support of teacher educators. Given the institutional culture of faculties of education, five factors seem to be pivotal in explaining the success and failure of our efforts.

Perceived Need

Global education was not a new idea to our faculties in 1993. The course and research emphases of many faculty members were already consistent with some of the broad goals of global education, as defined by CIDA, and were reflective of the profile that global education had already received in the school curriculum. This constituted both a strength and a weakness for further implementation of global education. The benefit was that aspects of global education were already in place, to a greater or lesser degree, in various subject areas; there was an infrastructure of courses and faculty work on which to build. This strength, however, was also a weakness because many faculty assumed that global education themes (in particular, cross-cultural concerns) were adequately

represented in preservice education. A number did not see any pressing need for more than tinkering with the status quo.

Our challenge in promoting this nonmandated innovation was to gain a hearing from faculty members who initially had little interest or stake in the idea. The purpose was to encourage them to suspend disbelief long enough to consider the potential relevance of global education for teacher education. It was not sufficient to assume that just because campuses provide many resources for global education—foreign students and visiting professors as well as relevant courses, public lectures, films, and theater productions dealing with world issues and trends—teacher educators would select from this rich menu to augment their programs. This laissez-faire approach does not raise the awareness of those who do not already have a strong interest. Faculty members need explicit opportunities (e.g., study or reading groups and planning sessions with colleagues working in the same curriculum area) to discuss the relevance of global education for their work and how to utilize these campus resources with preservice teachers.

A less effective approach was to offer talks by visiting academics who spoke on some aspect of globalizing teacher education. Although this marginally raised the profile of global education among faculty and allowed a few of them to engage with a number of experts over time, special speaker sessions usually attracted those who already had an interest in the particular topic. Public seminars had to compete for audiences and this did not allow for coherent follow-up beyond what individuals did to forge their own links with a speaker or pursue further reading.

More successful was a strategy of sponsoring a series of symposia where colleagues working in the same curriculum area had daylong discussions of common interests and concerns. The strength of these low-key symposia was also a weakness. Attendees had maximal ownership of the agenda because it started with an exploration of their own ideas and current practice but, as a consequence, many assumed they already were engaged adequately in global education. Often, it was narrowly conceived as promoting cross-cultural understanding and communication within schools and communities, without a complementary emphasis on global interdependencies, broader issues, and international institutions. This equation of multiculturalism with global education made the latter seem familiar and manageable and had the effect of lessening the perceived need for further professional development. To counter this tendency, the symposia should have focused more explicitly on clarifying and comparing participants' preconceptions about global education.

Disciplinary Relevance

Our goal was to move faculty beyond awareness of the need for global education to a commitment to infuse it into their subject area. Opening a space within teacher training was not a simple task. Complicating factors included a strong tradition of subject boundaries, and competition among faculty members to maximize the status and place of their own school subject specialties within the existing and overcrowded teacher education timetable. Professors are defined

academically by the subject matter they teach and by the disciplinary status of that knowledge. Their allegiance to particular specializations is usually stronger than their identification with departments or broad program areas. Strong subject boundaries are an institutional reality and major cultural force affecting faculty decisions about the relevance of new ideas (Austin, 1990; Clark, 1984; Hargreaves, 1989). Consequently, global education was judged in terms of its perceived initial fit with a professor's academic focus. For these and other reasons, infusing the goals and concepts of global education through existing subject areas was a slower process than anticipated.

Concerns about protecting disciplinary boundaries made some faculty members cautious about an innovation that had a cross-disciplinary focus; when confronted by global education, they worried, for example, that the study of world issues was not a part of *real* science, that it could water down history, or that the fine arts and literature would not be taught for their own sake but used as vehicles for other agendas. Because disciplines often work in splendid and protective isolation, science or technology professors initially had little interest in even considering an innovation perceived to be associated with the social studies or fine arts. Those who taught subjects with lower status and power within the university and school curriculum (e.g., fine arts or home economics), although sensitive to perceived threats, also saw possibilities to enlarge the audience for their discipline (for instance, cross-cultural content and the study of global issues may attract more students). On the other hand, professors in high-status courses, such as mathematics education, gave little credence to ideas assumed to originate from outside their discipline. The consequence for global education was uneven acceptance across program areas.

For those professors who took up the challenge of globalizing their subject area, two fundamental and reciprocal questions needed answering: How can my discipline or subject serve the goals of global education? To what extent can global education strengthen or extend the goals of my discipline? But such questions were not always easy to answer, because of two features of global education. It does not represent a well-defined and narrow innovation rooted in a particular discipline and it has a weak research tradition. As Johnston and Ochoa conclude, "Global education is rich with experience. . . . Yet there is little systematic research to demonstrate the effects and complexities of this work" (1993, p. 64). The conceptual vagueness and lack of research fueled a perception that global was a passing fad. Much like the broad slogans associated with the multicultural education, whole language, and holistic education movements, there is no one set of coherent goals and concepts but rather multiple rationales and disciplinary/interdisciplinary approaches offered by an array of authors over the past two decades (Popkewitz, 1980). The area is conceptually diverse and involves the agendas of many special interest groups (e.g., nongovernment and government agencies). General descriptions of global education within curriculum materials often did little more than identify broad concepts, such as global issues, sustainable development, global interdependencies, justice, human rights, and international development. Some teacher educators wondered whether global education represented anything new beyond different jargon. For this reason, they appreciated selected articles that outlined the goals of global education and what

was meant by a global perspective, because this reading allowed them to more clearly imagine possibilities and raise concerns (e.g., Case, 1993).

Those faculty who persisted through the conceptual fuzziness found that global education can contribute to and benefit from infusion into their subject. In mathematics, this reciprocal benefit ranged from providing gripping examples through which to teach exponentials, by calculating future population growth rates, to reconceptualizing mathematics as a cultural artifact by exploring the ethnography of mathematics. Global perspectives on language education were seen to reveal the political and social dimensions of literacy and that learning a language is essentially cultural socialization. Global perspectives on art education provided a focus and justification for appreciating art in its socioanthropological context—that is, to study art by studying the artist's social value system.

Advocacy

> Over the short and medium term, the success of the innovation will depend on whether an enthusiastic "advocacy" develops around it. Advocacy requires a small group of people who protect and propagate the project in face-to-face contact. This is entrepreneurialism in its fundamental form—the organization of goals and people. If advocacy does not develop, the chances of the innovation being utilized at all are very slim. (House, 1974, p. 50)

Advocacy proved to be a complex issue. Because global education was not officially mandated by our institutions, implementation success depended heavily upon personal contact and collegial persuasion among faculty. Have you read this article on globalizing English education? Why don't you come along to the study group next Friday? Would you present a paper on that topic for the conference next April? Many years ago, Ernest House reminded promoters of change that "Who knows whom and who talks to whom are powerful indicators of where and when an innovation is accepted, or if it is accepted at all" (1974, p. 6). Individuals often take their cues about innovation from those circles of trusted colleagues with whom they work and socialize. Loose talk and negative communication within these informal networks can quickly kill any potential project.

Advocacy often ran along lines of personal acquaintance or friendship within a discipline or department rather than systematically crossing these boundaries to include people who were not part of the advocate's social circle. These personality-dependent networks were vulnerable to the ups and downs of the advocate's level of enthusiasm and commitment, thereby hindering the development of a broader base of ownership. Given the traditional independence and individualism of professors, they sometimes had little interest in being players within "someone else's" project.

Although opinion shapers had to be onboard from the beginning, the best individuals were those who already had an interest and commitment to some aspect of global education in their research, teaching, and publications. Presenting the project in ways that allowed colleagues to see possibilities, and making

sure that their various interests were served, required considerable patience because of the need for numerous and ongoing face-to-face meetings. Some advocates quit early as they realized the extent of demands on them. Finding the right kinds of advocates, who were willing to devote the time necessary to working with others, was difficult.

New ideas also needed to be associated with people who were judged as credible by colleagues. Success at helping others define possibilities for themselves, take ownership of tasks, and maintain commitment over time depended on the perceptions that professors had of an advocate's professional credibility and status, personal agenda and integrity, ability to deliver the promised incentives, and likelihood of bringing the overall project to completion. One of the first people to express strong enthusiasm was, for various reasons, alienated from many other faculty members; to have relied on this person's advocacy in the early stages would have curtailed the mobilizing of a broader base of support. In another case, a department head appointed two young faculty members for no other reason than his perception that they "needed some project work" to strengthen upcoming tenure decisions.

Advocacy also involved notions of institutional sponsorship and ownership. As the primary unit within universities, departments give legitimacy to projects and in turn receive symbolic credit for sponsoring seminars and conferences and providing support for graduate students. But when CIDA first approached the universities about the initiative, they insisted on a joint meeting with the deans of the faculties of education and on obtaining letters of commitment from them. The deans wrote letters of general "well wishes" but, needless to say, were somewhat perplexed by this hierarchical advocacy approach and its assumption that voluntary change can be kick-started by fiat.

The role of the deans and department heads varied across our institutions. Within the smallest faculty of education, the dean participated fully both in discussions related to course planning and in writing and presenting papers. Her participation fit the institution's strong collegial culture and gave the project added legitimacy in the eyes of professors who were initially hesitant. Within the three larger institutions, the deans and department heads were not directly involved in the running of the project. Although they were supportive of the project, we were concerned about creating the impression that it was a top-down initiative. Because of the autonomy of university instructors in determining course objectives and resources, there could be no bureaucratic pressuring of colleagues to infuse global education into their courses. Rather, we wanted professors to see for themselves the benefit in global education and take ownership for its implementation. Without opportunity for maximal involvement and ownership from the beginning, few department administrators or faculty members were interested in joining a project that they had not helped to define (Gilliom, 1993, p. 41).

Incentives

Mobilizing preservice teacher education to support and carry out the goals of global education is no simple task. Problems commonly faced in attempting

to do so range from faculty disinterest or lack of awareness to a system of rewards that often fails to recognize faculty members' involvement in international activities (Gilliom, 1993, p. 40).

We recognized that global education had to compete with other reform ideas for the attention of faculty members. Given the demands on their time and the many new course topics instructors are asked to consider on an ongoing basis, incentives had to be clear if faculty were to consider the merits of global education. The perceived relevance of inducements, their timing, and follow-up proved to be important to the project's success.

The most important attractor lay in an individual's personal values, professional commitments, and background experiences that made the project initially interesting. Many, for instance, had worked in development projects overseas, had experience with nongovernment organizations (e.g., peace and development), demonstrated considerable expertise in areas such as environmental or multicultural education, and were committed to issues of social justice (e.g., women and development, human rights). They proved to be supportive even when their own involvement was limited because of other commitments.

Professional incentives included opportunities to meet and talk with colleagues from other institutions, to read new literature, and, for a few, to do collaborative work across institutional boundaries. Even for individuals who wanted to operate on their own agendas, opportunities to share ideas with a loose group of like-minded scholars were motivating, because these provided positive criticism and affirmation from which everyone benefited. Gilliom notes that,

> A sense of community among faculty members who share global interests and concerns can be a positive force for change. . . . Belonging to a stimulating, productive community can add vitality, commitment, and a sense of purpose to activities shared by its members. (1993, p. 44)

But this required a critical mass of people who could exchange ideas. Opportunities for small study groups were minimized, unfortunately, because of travel distances between institutions and resultant time limitations.

Faculty also had to see payoff in terms of the university reward structures, and this meant opportunity for research, conference papers, and publication. Some project money, therefore, was committed to helping subsidize faculty research, publishing, and travel to seminars and conferences. Those who quickly joined the project saw close connections between it and their current research and publication interests; whereas those who remained ambivalent, failed to do so.

If global education was to be taken seriously beyond those already committed, then there needed to be available materials—curricular exemplars, research reports, conceptual articles—so that the innovation had a concrete reality. This would allow faculty to see connections to their own disciplines and work with student teachers. Typically, the topics taught within undergraduate curriculum courses are supported with bibliographies and selected readings from journals and textbooks and often with curricular exemplars that illustrate specific pedagogical approaches and issues. One incentive, therefore, for professors to con-

sider global education was to distribute collections of articles and appropriate exemplars for their perusal. Quality curricular exemplars were difficult to find, and so had to be developed by interested students, teachers, and professors.

Institutional Structures

The above issues—perceived need, disciplinary relevance, advocacy, incentives—speak to mobilizing the interest and commitment of faculty members. But if global education is to become a part of preservice education, there also needs to be a supporting infrastructure within the institution. This implies curriculum changes. Nonmandated changes within teacher education face a curriculum that offers little space for the addition of new courses. Students in short postbaccalaureate degree programs take heavy course loads, and the existing courses are fiercely protected against any perceived erosion, by faculty members who have strong subject matter loyalties and professional identities. Because of demands on an overcrowded curriculum, there is limited promise, if the objective is to reach most preservice teachers, in introducing new dedicated courses on global education. Few preservice students are likely to have both the opportunity and the inclination to participate in courses of this type. On pragmatic grounds, then, it may be more desirable to infuse global education into existing courses than to replace courses or add to the already full curriculum.

The easiest infusion option was to make available to course instructors, without financial cost, some self-contained workshops related to aspects of global education (e.g., teaching controversial issues to children). This was not a strategy that could be sustained over a longer term, though, because it depended heavily on the time and commitment of advocates to develop and lead workshops whose content and timing were relevant to various courses.

Another option was to persuade instructors to develop their own global education topics and insert these into their existing courses; however, ongoing success of this approach depended on the continued strong interest of individual instructors and the ready availability of resource materials. There is considerable time pressure on instructors to deal with their own and their students' priorities (e.g., equity issues around gender, multiculturalism, special needs students); consequently, global education becomes vulnerable over the long term as new topics compete for space.

A realistic strategy focused on targeting "strategic curricular gates." The goal was not to introduce all student teachers to global education through a variety of courses. In reality, many professors were either too busy to take on more topics or saw little relevance in global education for their disciplines, established academic reputations, and research agendas; in short, they did not *need* global education personally or professionally. Rather than trying to change such people, a productive approach was to identify those curriculum courses taken by all elementary preservice students (i.e., social studies and the language arts) and then introduce aspects of global education into these strategic sites. Because secondary students have one or two major subjects, it was possible to target those major areas that are core to the high school curriculum (i.e., English and social studies). Professors in these core areas already dealt to some extent

with topics such as multicultural diversity and cross-cultural awareness, non-Western literature, and global issues, so they valued professional development and print resources to further strengthen and extend those things they were already doing. The anticipated result of focusing on these strategic gates was that all children in public schools would encounter beginning teachers whose orientations are less provincial and Eurocentric.

Although bringing new courses into preservice teacher education was politically difficult because of budgetary implications, an already overcrowded curriculum, and the need for departmental sponsorship, one institution did offer five elective courses, with future continuation depending on strong student enrollment. Major purposes of having a course dedicated entirely to global education were to both raise its profile among faculty and students and keep the topic organizationally and politically explicit instead of burying it within existing courses. The fact that there were courses "owned" by global education gave the area some visibility and further legitimacy within the institution. In addition, the dedicated focus means that it is possible to offer more extended treatment on a number of key topics, including conceptions and misconceptions of global education, substantive global issues, and appropriate pedagogy and learning resources.

As a result of the 2-year project, many preservice teachers were introduced to selected topics in global education. However, the project influenced only about one half the professors who initially expressed curiosity. The reasons are explained in part by the four issues discussed above; each proved to be more complex than anticipated. Because of the autonomy that professors have in what they choose to teach, sustained advocacy and incentives need to continue over the longer term.

Lessons

So what did we learn? On the basis of our experiences, we offer eight lessons for globalizing teacher education.

Conceptual Clarity

One of the most significant impediments to global education is a conceptual challenge: The need is paramount to develop a sufficiently full understanding of what it means to be globally educated. The important practical considerations of how and when this can be achieved are lesser stumbling blocks than are superficial understandings of what global education is trying to achieve. Educators at all levels often fail to see, or see only in the vaguest or most superficial terms, the core elements of a global education.

Project-Based Implementation

The use of projects, especially the development of curriculum resources and research publications, is a good means of engaging teachers and academics in

global education. Projects have strong motivational appeal and produce materials that can be shared with others. However, projects do not necessarily lead to developing participants' deep understanding of global education. More explicit instructional activities, such as focused discussions, assigned readings, and repeated critique of products in light of accepted principles of global education, are needed.

Incrementalism and Opportunism

Implementation should be viewed as a long-term incremental process that is largely a matter of adding to an existing base, as opposed to promoting overnight converts to global education. Many of those who became involved, and particularly those who were most active, had previous international experiences. More generally, those who readily saw the connection between their current interests and global education were more likely to benefit from the project. This also suggests an element of opportunism in being ready to take advantage of an opportunity. For example, the amount of interest among faculty working in mathematics education was very surprising to us. It happens that ethnomathematics (seeing mathematics as a cultural phenomenon) is a strong current theme in mathematics. Global education was seen to overlap with this theme.

Preservice programs are not universally the most appropriate time to promote global education, because many students at this stage are preoccupied with learning the so-called basics for classroom survival. Many will dismiss global education as a nonessential. As one preservice student commented, "I must say that it [global education] is a goal in my teaching but I am largely working on the basics of teaching right now. I hope that later I can fine-tune those skills." This is why it is advantageous to keep an ongoing presence for global education at the level of graduate studies for teachers to continue their professional development.

Sustained Efforts on Multiple Fronts

There is considerable value in mounting sustained initiatives on a variety of fronts. No single set of strategies for implementing educational innovations will respond to the diversity of needs and conditions. The successes of our project are due to the variety and number of initiatives we provided. We would have been even more effective if we had provided a more consistent schedule of ongoing seminars, regular information notices, constant personal contacts, and so on. Not only does a more continuous program of events sustain more participants but it may also deepen understanding of and commitment to global education. However, it is very difficult to sustain ongoing support when one's focus is divided among a number of duties and one's schedule is already full. Liberating time becomes crucial on two fronts: finding time for organizers to develop and supervise sustained initiatives, and allowing the time for faculty to participate fully. Although we believe in the importance of varied fronts, it is not essential that all preservice teachers be introduced to global education within

every subject area. This is not a realistic option because of the overcrowded timetable within short teacher education programs. Rather, there are strategic subject areas that could be targeted.

Balancing Autonomy and Direction

Sensitivity to faculty autonomy suggests the need for a low-profile approach to faculty professional development—to provide inducements and opportunities rather than to prescribe authorized conceptions or mandate particular practices. On the other hand, there is value in structure and subtle pressure. Although there was general appreciation for the diversity of options made available to faculty, some faculty seemed overwhelmed by the open-ended nature of our invitations and many may have benefited from a more regimented approach, which directed attention to key elements of global education and required follow-up and commitment.

Strong Advocacy

In faculties of education organized around discrete disciplines, an interdisciplinary reform such as global education will fall through the cracks unless there are strong and credible advocates *within each subject area* who can show colleagues the importance of global education through subject-relevant resources (e.g., curricular exemplars, research articles, bibliographies) and can make the global university environment more visible to colleagues and students. However, this kind of person-to-person advocacy is *very* time-intensive and needs to be sustained over a number of years.

Meaningful Incentives

The autonomy of university instructors implies that inducements or incentives are needed to secure faculty participation. Because university reward systems strongly encourage individuals to pursue focused research that has potential for development over the longer term, faculty involvement in global education needs to be related to their ongoing research programs. There is little advantage for individuals to even consider global education if it is not immediately perceived as contributing in some way to ongoing research agendas. Thus, advocates must help faculty see how some aspect of global education can further strengthen their work, and then offer financial and support incentives such as opportunities for disseminating research findings (e.g., publications, conference presentations) and networks of like-minded colleagues who can provide critical feedback on members' research.

Utilize Existing Resources

On all campuses, there are considerable activity and resources that would support global education. These may include international research institutes and special library collections; scores of relevant courses and programs across

the university; opportunities to teach and study overseas; lecture series by distinguished international speakers; ongoing public events—films, drama, and musical performances, talks and debates on global issues—sponsored by various departments and student clubs; and the many students from around the world who attend the university. Unfortunately, the passive availability of such rich resources does not guarantee their use by students and faculty whose full schedules and disciplinary identities keep them narrowly focused. A concerted strategy is needed to capitalize on the existing global environment and opportunities as part of faculty and student professional development.

NOTES

1. These unions were in 8 of the 10 provinces and in one of two territories in Canada. Because of constitutional limits on its powers, the federal government cannot fund public schools directly. The teacher unions were seen by CIDA to represent a pivotal educational force in each jurisdiction that could best mobilize teachers and other educational groups in implementing global education in elementary and secondary schools.

2. CIDA approached the authors with the offer of funding, and we responded by devising a project plan and negotiating a 2-year contract In the past, we had been contracted by CIDA to undertake research and assessment projects related to global education.

3. The four codirectors (including the two authors) had done extensive research-and-development work related to global education over the past decade; they knew one another well, having collaborated on various prior projects. The project coordinator had extensive experience in international development and peace education. These five had biweekly contact for planning and for resolution of ongoing issues. As other advocates for global education were identified in each institution, they were given as much responsibility as they wanted for planning symposia and writing projects.

4. The four monographs in the series are *Thinking Globally About Social Studies Education* (Fowler & Wright, 1995); *Thinking Globally About Language Education* (Chapman & Anderson, 1995); *Thinking Globally About Mathematics and Science Education* (Snively & MacKinnon, 1995); and *Thinking Globally About the Arts in Education* (MacGregor, 1995).

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10

The Dean's Role in Infusing Global Perspectives Throughout a College of Education

ELAINE JARCHOW

Creating a Global Climate
- The University's Mission
- The College's Mission
- Faculty Development
- Faculty Exchanges
- Visiting Scholars
- A World Cultures Camp
- The Curriculum
- International Student Teaching and Student Study Tours
- Teaching Courses Overseas
- Local Resources

Joining Organizations and Consortia
- The Association for the Advancement of International Education
- The Belize Consortium
- The Consortium for International Development
- The International Council on Education for Teaching
- The Japan- U.S. Teacher Education Consortium
- The Association of International Educators
- Partners of the Americas
- The USA-SINO Teacher Education Consortium
- The World Council for Curriculum and Instruction

Locating Funding Opportunities
The College Development Fund
Finance for Development
The Fulbright Opportunities
The International Research and Exchanges Board
The Trans-European Mobility Scheme for University Studies
The United States Information Agency
Conclusion

In *The Glass Menagerie*, Amanda, the overbearing mother, explains the disappearance of her husband by saying, "He worked for the telephone company and fell in love with long distance" (Williams, 1945/1971, p. 204). I, too, fell in love with long distance; first, through reading about faraway places and writing to pen pals; later, through traveling and directing international projects. As I enter my 21st year in academia, I know that my involvement in international teacher education has had both profound and pleasurable effects on me. Fortunately, I have had the privilege of serving as an administrator at four major universities, and these leadership positions have given me the opportunity to place global and international education firmly in the college's vision. In each of these settings, I have begun international student teaching programs, developed faculty exchanges, and established international projects.

The purpose of this chapter is to describe how a dean might go about globalizing a College of Education. First, I will discuss some strategies that create a global college climate; second, I will enumerate those organizations and consortia that the college might wish to join; and finally, I will suggest several funding opportunities. (Sources for the many agencies I will mention can be found in the Appendix.) Infusing international/global perspectives requires a multidimensional approach to be successful. The dean must coordinate and facilitate an effort that pays attention to curricular goals, student and faculty needs, and community contexts.

Creating a Global Climate

The dean must approach the task of creating a global community within the college from several different avenues. Ultimately, the college climate must help faculty and students to develop cross-cultural competence and to think globally but act locally within the community. Faculty and students must bring their overseas experiences home, be positively recognized for their efforts, and act as resources for their colleagues. The dean must work toward recruiting a critical mass of people from other parts of the world, not only as visiting scholars but also as full-time tenure track faculty. Within the college, global, multicultural, and international educators must work together. Their goals must not be in conflict and they must address together issues of diversity and equity on campus and in the community, the state, the nation, and the world.

The University's Mission

The dean's task of creating a global climate becomes easier if the university's mission focuses on international roles. Texas A&M adopted a Mission Statement of the International Role of Texas A&M University. The statement, in part, reads,

> The University seeks (a) to foster a global perspective among students, faculty, and staff; (b) to understand and contribute to worldwide economic, environmental and cultural development; and (c) to enhance global awareness. . . . The integration of international awareness into all activities of the University fosters an enlightened international attitude and develops a global citizenry. (Texas A&M University, 1994, p. 13)

If the university's mission statement does not include such a statement, the dean should ask for a revision.

The College's Mission

The college's mission and goals should also reflect an international perspective. When I listed my goals at Texas Tech University, the following two were among them:

* to provide faculty, staff, and students with international opportunities
* to establish an International Faculty Exchange Program and an International Student Teaching Program

There are always a few faculty who oppose diverting scarce resources to international endeavors. Reminding them that these activities are consistent with the missions of both the university and the college is an excellent idea. Certainly, the dean should also be able to provide a rationale and justification for these activities, by noting that faculty and students must enhance their worldviews and enrich their multicultural perspectives, students must be more employable, and the college curriculum should be well positioned for the 21st century.

The dean can foster a climate that recognizes that global content and cross-cultural experiences must be infused into all programs. Seminars and workshops should be offered to prepare all faculty to work effectively with students and colleagues who are culturally diverse.

Faculty Development

I always begin the globalizing task by encouraging all faculty to participate in all international activities. If we plan to submit a grant to take 10 faculty to Singapore, all faculty are welcome to submit their resumes for consideration. If an international scholar is visiting, all faculty can have access to meetings, dinners, and, if a travel opportunity occurs, all faculty may compete for it. During

faculty recruitment, I try to hire faculty with international interests and expertise. I believe that it is truly important to let faculty know that the dean does not play favorites; everyone may take advantage of global opportunities. The incentives for faculty include opportunities to engage in cross-national research and to expand their worldview, release time for international consulting, and salary enhancements.

I publicize international opportunities and frequently invite faculty to form interest groups. These groups might submit a grant proposal or plan a faculty exchange. They might also work with new immigrants or international organizations in town (e.g., councils on world affairs, international visitors center). Some cities such as Las Vegas, Nevada, have international magnet schools and there are numerous schools that offer the international baccalaureate. Faculty could offer to give lectures and seminars in these schools, and Colleges of Education could establish Professional Development Schools at these sites. Faculty might also reach out to the local business community, offering seminars on multicultural and global perspectives to international business persons.

The dean has a responsibility to assist faculty to keep up with those international changes that affect his or her discipline. Securing access to the Internet for all faculty should be a top college priority. The dean could encourage brown-bag seminars on global/international topics, which give faculty an opportunity to share global experiences. These experiences might include an effective unit on working with immigrants or a report on an international meeting.

Faculty Exchanges

One of the most exciting global opportunities for faculty is an international exchange. Basically, two faculty members trade positions, houses, and automobiles but keep their salaries. These exchanges are fairly easy to arrange and usually involve finding two willing persons and planning for 6 to 12 months. The position exchange can be somewhat problematic because the two may not be able to swap course for course. The department heads involved can be creative in manipulating assignments. Calendars can be an issue but, again, cooperation on both ends helps.

I will use U.S. exchanges with the School of Education, University of Waikato, New Zealand, to provide an example. These are the calendars:

	United States	*Waikato*
Term 1	August 28-December 17	September 15-December 15
Term 2	January 17-May 13	March 1-May 30
Term 3	5 weeks, June, July, August	5 weeks, June, July, August

Terms 1 and 2: The U.S. faculty member leaves early enough to do some traveling before arrival, and the New Zealand faculty member travels after the term.

Term 3: The U.S. faculty member often teaches one summer term in the United States and gives lectures (some for pay) in New Zealand. The New Zealand faculty member teaches U.S. summer school courses for pay.

I participated in an exchange to New Zealand in 1991. As exchangees, we agreed to pay each other's utilities; all other expenses stayed the same. I especially enjoyed visiting the schools as a student teaching supervisor and teaching an issues class. Grading essays was a challenge; I had to defend my decision to award a B over a B-. Teatime was a delightful part of every day. I had time to write, think, and reflect—a fantastic opportunity.

Visiting Scholars

Frequently, the college can offer to host a visiting international scholar. The scholar is usually willing to stay in a faculty member's home and give lectures, visit classes, and conduct seminars. In addition, the visitor may be willing to plan a cross-national research project or establish a university linkage. The visitor will certainly offer a reciprocal visit.

These visitors can be identified through formal programs such as the Fulbright Exchange Program or a specific consortia or through informal means such as networking with colleagues. This year, our college has had a steady stream of international visitors from Brazil, India, New Zealand, Romania, Australia, and China. Each has stayed about 1 week, interacting with faculty and students, visiting classes, giving seminars, sightseeing, and planning future visits. Each visit always includes a potluck for all faculty to have the opportunity to meet the visitor.

A World Cultures Camp

Summer camps abound on college campuses for sports, band, cheerleaders, gifted students, and so on. A College of Education World Cultures Camp is an excellent way to focus on global activities and add to the college's financial resources. The brochure from the 1-week half-day World Cultures Camp that I organized included this promotional statement:

> Learn more about our world! Children will study five different countries, their geography, art, music, climate, society, dress, food, and language. International students and teacher education students will provide enriching hands-on activities. *MacGlobe* and *Where in the World Is Carmen Sandiego?* will be used. Children will leave camp with a variety of completed projects.

We offered two half-day sessions: Mornings were for 25 children entering Grades 3, 4, and 5; and afternoons were for 25 children entering Grades 6, 7, and 8. We ran the camp for 10 weeks and charged $50 per child. After expenses, a college could add $10,000 to $15,000 to its international activities account.

The international student leaders, one from China and one from the Philippines, organized excellent lessons for the children. Teacher education students both observed and participated in the lessons. The campus and community international students provided a rich resource for the camp.

The Curriculum

Because much of this book is about globalizing the curriculum, I will not dwell on this topic. However, a global teacher education curriculum is central to creating a global climate. Faculty should be asked to globalize each course. For example, the Children's Literature course should include books from many nations, and the Curriculum Development course should provide an opportunity to review international curriculum studies. The visiting scholars could teach a unit or course on comparative education, and comparative perspectives should be infused throughout the curriculum. The college can facilitate the study of foreign language and enrollment in ESL and bilingual programs.

Deans can encourage the faculty to globalize their courses by providing incentives. For example, the college can award the Global Teaching Award annually to the faculty member who provides students with innovative global perspectives. The dean can establish the Global Education Cadre, a group of faculty who work together to develop a common global education knowledge base and advise other faculty on globalizing their courses. At Texas Tech, the Deputy Director of International Programs offered to teach the multicultural education course because she wanted to involve teacher education students with international students.

Determining curricular priorities is difficult. I begin by listing faculty expertise and looking at resources and enrollment priorities. Then, the Administrative Council and I use our strategic plan to determine which initiatives to stress. For example, we want to broaden our bilingual education efforts. Century College, in Vancouver, asked our college to offer a bilingual education master's degree in Vancouver to Taiwanese students. This venture will provide faculty with cross-national teaching and research opportunities and is consistent with the strategic plan.

At The Ohio State University, the dean paid a task force to develop a college plan to address global education goals with specific courses, and the plan is currently being implemented as part of the restructuring process. Cross-cultural experiences are required and faculty hiring procedures have been altered. The cultural foundations area now integrates global, multicultural, and international perspectives. All students must take course work in multicultural and global issues as part of every program.

International Student Teaching and Student Study Tours

Chapter 7 of this book provides excellent material on international student teaching programs. They are also important to creating a global climate because they include students in realizing the college's mission. Faculty who supervise these students can find enriching opportunities as they travel to other nations. I have placed some 65 students in international settings and have involved more than 30 faculty in supervisory visits. The college provides the airfare for the supervisory visit, the host provides a 10-day homestay, and the faculty member absorbs all other costs. In addition to visiting with and supervising U.S. students, the faculty member gives lectures and seminars to teachers in the host school and

surrounding vicinity. Faculty members often initiate cross-national research projects during their visits.

In addition to supervising student teachers, faculty members may also elect to lead student study tours. I took a group of 10 students to the Yucatan for a 2-week pre-student teaching experience. The students attended lectures, visited schools, helped teachers with their lessons, and participated in sightseeing excursions. Numerous other student study tours can provide faculty with outstanding development opportunities. To make these student experiences successful, planners should have clear objectives and students should have measurable specific activities to complete. For example, students could prepare area lessons to teach in classrooms they will visit. They should debrief lectures and visitations in frequent seminars and keep reflective journals. Unsuccessful tours often provide great emphasis on tourist attractions and little attention to structure and learning outcomes.

Teaching Courses Overseas

The college may wish to organize an overseas program to offer courses and workshops or complete graduate programs. The International Schools, operated by the U.S. Department of State, are often interested in contracting with a U.S. institution to offer courses, a master's degree, or both. The courses can be offered in innovative formats. For example, a college might offer four courses during a given semester, each course meeting for 3 weeks. The U.S. faculty member who teaches the course, then, is only required to be in the country for 3 weeks and can usually teach a full course load at home.

Some institutions like Century College, in Vancouver, contract with U.S. institutions to offer master's degree programs to Taiwanese living in Vancouver and also to Taiwanese living in Taiwan. These programs involve delivering instruction both on and off campus and involve U.S. faculty in diverse experiences (Irene Cheng, personal communication, August 27, 1995).

Local Resources

Sometimes, College of Education faculty, interested in global education, forget that many resources are available on the campus and in the surrounding community. International students are usually quite pleased to give seminars about educational issues in their home countries. Sadly, some report that they are never invited to an American home or school. International faculty may be included in international projects. The College of Education can involve itself with such campus groups as the Chinese Student Association or the Middle East Center. At Texas Tech, both the Center for the Study of the Vietnam Conflict and the International Center for the Study of Arid and Semiarid Lands welcome campus involvement.

Both large cities and small university towns offer numerous opportunities. For example, local multinationals can sit on college global education committees and assist faculty and students bound for international activities. Local ESL programs and day care facilities with international students provide excellent settings for field experiences and internships. Most cities have local friendship

organizations that need host families, greeters, and companions for meals. States have offices that deal with international markets and cultural connections. A field trip to the state capitol can result in numerous global opportunities.

Joining Organizations and Consortia

The college can benefit from joining selected organizations and consortia. I discuss a number of my favorites; certainly there are others worth investigating.

The Association for the Advancement of International Education (AAIE)

Most of the members are U.S. overseas K-12 schools but a number of U.S. institutions belong (annual dues are less than $1,000). Each year, AAIE hosts an annual U.S.-based convention for its members. Most of the headmasters and principals of the overseas schools attend, and networking opportunities abound. U.S. Colleges of Education seek to establish international student teaching sites, linkages, consulting opportunities for faculty, and off-campus master's degree programs.

The Belize Consortium

A number of universities have banded together to form the Belize Consortium, which focuses on the following activities:

- Sharing knowledge and information relative to the development of higher education in Belize and to individual institutions' activities in Belize.
- Collaborating in research, teaching, curriculum and library development, and other appropriate scholarly and educational activities.
- Developing mechanisms that will facilitate transfer of students.
- Promoting faculty, staff, and student exchanges.
- Supporting and encouraging staff and faculty development for Belizean, U.S., and other member institutions.
- Encouraging systematic and comprehensive planning of educational development efforts.
- Assisting in acquisition of resources required to meet expressed needs of the higher education establishment in Belize.
- Soliciting funds to support consortial activities.

The annual membership is less than $500, and the opportunities for faculty are numerous.

The Consortium for International Development (CID)

Many universities belong to a consortium that seeks to compete for large grants designed to assist developing nations. Once these grants are obtained, both short- and long-term consulting opportunities are available to faculty. The multimillion-dollar grants are provided by such entities as the United States Agency for International Development (USAID) and the World Bank (WB). Single universities would find it difficult to compete for these grants, but consortia often employ a grant-writing staff.

I have been involved with two AID grants. One of these enabled me to assist faculty at the University of Cape Coast, Ghana, West Africa, in establishing a Department of Primary Education to train teacher educators. Another opportunity in Belize, Central America, allowed me to help faculty at Belize Teachers College compile a library of teacher training tapes using Belizean teachers as subjects.

Belonging to a consortium such as CID is an expensive enterprise ($10,000 annual dues) that is best left to the Central Administration to pay.

The International Council on Education for Teaching (ICET)

ICET is an international, nongovernmental association of educational organizations, institutions, and individuals dedicated to the improvement of teacher education and all forms of education and training related to national development.

ICET pursues four major goals, as follows:

- To foster international cooperation in improving the quality of the preparation of teachers, administrators, and other education specialists through the development of national, regional, and international networks.
- To promote cooperation between higher education, government, and the private sector to develop a worldwide network of resources for innovative programs in international development.
- To provide an international forum for the exchange of information and examination of issues and problems in educational development.
- To assist institutions engaged in the preparation of educational personnel to respond to the need for improved facilities, diversified curricula, and alternative and nontraditional educational methods.

Each year ICET holds a world assembly. Recent venues have included Singapore, Paris, Rio de Janeiro, and Brunei. The meetings include interesting papers and networking opportunities.

The Japan–U.S. Teacher Education Consortium (JUSTEC)

JUSTEC develops yearly programs that promote the exchange of ideas, experiences, and research results on teacher education in the United States and

Japan. JUSTEC started as an attempt to match 12 Japanese and 12 U.S. institutions. The American Association of College of Teacher Education invited the U.S. Education Schools, and the Japanese did the same for the Japanese institutions. Membership is currently closed to the extent that there are 10 to 12 current members and no real incentive to expand at this time.

U.S. JUSTEC members include Columbia University, East Carolina University, Indiana University, University of Hawaii, University of Maryland, University of Minnesota, Northern Illinois University, Ohio State University, San Diego State University, Stanford University, Washington State University, and University of Washington. Japanese JUSTEC members include Chiba University, Hiroshima University, Hyogo University, Kyoto University, University of Tokyo, University of Tsukuba, Tamagawa University, Tokyo Gakugei University, and Waseda University.

The Association of International Educators (NAFSA)

Founded in 1948, as a professional association for foreign student advisers, NAFSA has grown to encompass professionals working in all areas of international education. NAFSA's professional development activities include the following:

- Organizing annually more than 100 in-service programs, professional consultations, and regional and national workshops and seminars. NAFSA provides about $85,000 funding for these activities.
- Issuing annually approximately 12 new books, guidelines, workbooks, reports, research studies, and working papers in foreign student education and international educational exchange. These are listed in the current *NAFSA Publications Catalog*.
- Publishing the *NAFSA Newsletter* and the *Government Affairs Bulletin* to provide up-to-date information on educational exchange and on regulatory and immigration-related developments.

In addition, NAFSA provides annually more than $200,000 in grants to individuals and institutions for in-service training, for enrichment programs, for faculty-adviser training, for community programming, for research, and for travel grants to conferences and to other institutions.

Partners of the Americas

Partners of the Americas is the largest private voluntary organization promoting economic and social development in the Western Hemisphere while fostering inter-American friendship and cooperation. The organization pairs U.S. states with sections of Latin America and the Caribbean into 57 "partnerships." For example, Kansas is paired with Paraguay, Alabama with Guatemala, and Missouri with Para, Brazil. Citizens on the two sides of a partnership—north and south—work together to carry out development or educational projects at the grassroots level.

Partner projects range from helping a community produce safer drinking water to helping farmers boost crop yield, from training doctors in advanced medical techniques to creating job opportunities for low-income families. Education-related projects, such as establishing sister schools, have been quite successful. The sister school relationships can be between two elementary or two secondary schools. The children and faculty exchange letters and realia and work on joint projects. Sometimes, exchanges are possible.

A College of Education can involve the faculty in its college and other colleges in development activities in the partner nation. These development activities often include an educational component. For example, a university helped a group of village women form a hammock cooperative to make and sell hammocks in the capitol. Another university helped a village dig a well.

The USA-SINO Teacher Education Consortium

The USA-SINO Teacher Education Consortium is also an affordable option for a College of Education (less than $1,000 annual dues) and seeks to promote the following:

- The exchange of educational information and materials at all levels of education, including early childhood, primary, junior middle school, senior middle school, and college.
- The exchange of faculty from China to the United States and from the United States to China.
- The exchange of students who may wish to study in the sister country.
- The establishment of sister school relations between primary schools, middle schools, and colleges in China and comparable schools in the United States.
- Continuing consultations on the educational problems and needs of our respective countries through correspondence and visitations.
- The publication and distribution of cross-cultural, interdisciplinary, and international studies contributing to the understanding and development of both countries.

Annual meetings take place either in Asia or in the United States, and U.S. and Asian consortium members send delegations to each other frequently. In general, if the delegation can provide the transpacific airfare, all other expenses are provided by the host institution(s).

The World Council for Curriculum and Instruction (WCCI)

WCCI is a transnational educational organization committed to advancing the achievement of a just and peaceful world community and promotes a person-to-person contact and professional relationship. It encourages and facilitates the following:

- Collaboration in curriculum and instruction projects.
- Dialogue in global educational social issues.
- Exchange of ideas, concerns, and solutions to problems.
- Use of a common research design for a particular problem.
- Learning from each other cross-culturally/transnationally.

Triennial World Conferences began in 1974; the 1995 World Conference was held in Amritsar, India, and the 1998 World Conference will be in Bangkok, Thailand. Members network together before and after conferences and seek to establish exchanges and projects. Individual memberships are less than $50 a year.

Locating Funding Opportunities

The dean may well be able to interest faculty in international opportunities and achieve some college goals without financial resources, but with most good programs, monies are essential. Resources are needed to provide faculty with travel and per diem and to provide for incoming scholars. I have often thought that if I just had airfare-only funds, I could fulfill numerous international objectives. Often, scholars in other international settings can provide housing and food to the U.S. visitor in exchange for consultations.

The following sources of funding are recommended as ways to increase the college's efforts in the international arena.

The College Development Fund

The dean should establish an international activities discretionary fund. In this account, gifts from donors, indirect costs and administrative fees from international projects, and some portion of the dean's discretionary monies can be deposited. Out of this fund can come the airfare and per diem necessary to support international projects.

At Texas Tech University, our college development brochure lists our fundable international projects. We have used airfare from our funds in the following ways:

- *International Student Teachers*
  Airfare for international student teachers to complete all or a portion of their student teaching overseas. Encourage minority student participation. Estimated cost: $1,000-1,500/student
- *Eastern European Science Center*
  Airfare for faculty to assist in the establishment of an Eastern European Science Center in Poland. Per diem will be paid by the Polish Project. Estimated cost: $1,000/faculty

- *Polish Science Teachers*
  Airfare to bring 10 Polish science teachers to campus for 2 weeks to study elementary science methods. Estimated cost: $10,000
- *Primary Education Project*
  Airfare to send faculty to assist in curriculum development in the Primary Education Project in Ghana, West Africa. Estimated cost: $2,000/faculty
- *International Conferences*
  Airfare to assist faculty to attend international conferences to establish research contacts and international practicum sites. Estimated cost: $1,000/faculty
- *International Faculty/Speakers*
  Airfare to invite international faculty members/speakers to campus to interact with faculty and students. Estimated cost: $1,000/speaker

Finance for Development

Finance for Development is a coalition that represents not-for-profit organizations committed to finding ways to turn the international debts of countries into economic development opportunities. If a portion of the external debt of developing nations can be converted—by donation or purchase—into local currencies, not-for-profit organizations can use the funds for development projects needed to help spur economic growth in Latin America, Africa, Asia, and the Pacific.

Coalition members are U.S. colleges and universities, cooperatives, private voluntary organizations, and research institutes engaged in economic development programs overseas. The coalition also maintains close cooperation with various U.S. environmental organizations.

The coalition works closely with nongovernment organizations in debtor nations to identify programs important to each country's economic priorities, such as education, public health, nutrition, agriculture, small business enterprises, research, housing, credit, and natural resource management programs. The coalition works with host governments—especially central banks—international development agencies, U.S. banks, corporations, and others to encourage investment in developing countries.

The finance for development concept generally offers the four following ways to utilize foreign debt to support development programs:

- Not-for-profit groups can purchase developing country debts in secondary financial markets and convert them to local currencies; resources can be pooled to support joint ventures.
- Commercial banks or other firms can donate debts as charitable contributions to not-for-profit organizations under U.S. Internal Revenue Service ruling 87-124.

- Finance for development programs can be crafted as important components in rescheduling debt plans by creditor nations.
- Private institutions can convert their debt into equity positions—including joint ventures—if suitable investment opportunities can be identified.

The host country benefits because debt payments go toward projects that enhance economic development, training, and conservation, which in turn will generate capital, better housing and health services, and other improvements to the quality of life. The College of Education can benefit because the utilization of even a small portion of outstanding debt for development programs represents a major funding increase for such programs. For example, a College of Education might interest a foundation and a bank in purchasing a portion of Costa Rica's debt. With the "debt" funds, the college would purchase airline tickets on the Costa Rican airlines and enter into a series of development activities in Costa Rica. These activities might include advising an elementary school on curricular changes or helping a secondary school develop cooperative learning strategies. The U.S. consultants would stimulate the Costa Rican economy by per diem and supply expenditures.

The Fulbright Opportunities

The Fulbright Program is authorized by Public Law 87-256, the Mutual Educational and Cultural Exchange Act of 1961. The purpose of the program is

> to enable the government of the United States to increase mutual understanding between the people of the United States and the people of other countries . . . and thus to assist in the development of friendly, sympathetic, and peaceful relations between the United States and other countries of the world.

The primary source of funding is an annual appropriation made by the Congress to the United States Information Agency (USIA). Participating governments and host institutions in many countries and in the United States also contribute financially through cost sharing, as well as by indirect support such as salary supplements, tuition waivers, university housing, and other benefits.

Grants are made to U.S. citizens and nationals of other countries for a variety of educational activities, primarily university teaching, advanced research, graduate study, and teaching in elementary and secondary schools.

There are several segments of the program that have appeal for Colleges of Education, as follows:

The Fulbright Scholar Program permits U.S. faculty to spend a period of time overseas teaching or conducting research. Airfare, per diem, and a stipend are provided. I have known numerous Fulbright scholars. A U.S. professor spent 9 months teaching math courses at the University of Cape Coast, Ghana; a U.S. counselor educator traveled to several Pacific Rim countries to give seminars. A

U.S. professor spent 1 year in Thailand and wrote a book on successful teaching practices for U.S. faculty overseas.

The Scholar-in-Residence Program provides support for a foreign national to study, teach, conduct research, or lecture in the United States. U.S. institutions can benefit from these opportunities to invite international scholars to their campuses.

My favorite Fulbright Program is the Group Projects Abroad. This program provides approximately $60,000 for a U.S. institution to take 6 to 12 participants to another country for 6 weeks to study the country. The purpose of the study might be to develop curricula or to infuse multicultural perspectives into the U.S. curriculum. I was fortunate to have one of these funded. It enabled 10 of my faculty to go to Singapore to develop multicultural curricula to infuse into our courses.

The International Research and Exchanges Board (IREX)

IREX offers three types of short-term travel grants for U.S. citizens and permanent residents who hold a PhD or equivalent professional degree and plan to undertake humanities or social sciences projects involving East Europe, the Baltics, Russia, or Mongolia. Support is provided for visits of 1 to 2 weeks that do not require administrative assistance. Sometimes, IREX supports other activities. Recently, Texas Tech received a Russian teaching assistant who spent 9 months assisting in ESL and bilingual classes.

The Trans-European Mobility Scheme for University Studies (TEMPUS)

TEMPUS is primarily for Western European nations to aid Eastern and Central European nations. The types of higher education activities that are funded include to following:

- Promotion of the development of higher education systems.
- Curriculum development activities.
- Continuing education and retraining schemes for higher education teachers.
- Short intensive courses on topics in priority subject areas.
- Development of joint programs for students/teachers to study or be assigned a teaching assignment in the EC.

U.S. institutions may be invited to join these projects but no TEMPUS monies are available to them.

I was fortunate to join a TEMPUS project in Poland. Bradford and Ilkley Community College in the United Kingdom and other Western European partners worked to improve primary education in Poland. Workshops and activities in the United Kingdom, the Netherlands, and Poland furthered the project objectives. My U.S. College of Education would have been welcome to participate

by sending faculty to Europe and Poland and by hosting Polish faculty. The U.S. institution, however, must have its own financial resources.

The United States Information Agency (USIA)

The United States Information Agency is a large organization with numerous grant opportunities. One of the most popular is the University Linkages Program, which provides approximately $200,000 over a 3-year period to a U.S. and an international partner university to engage in projects of mutual interest. The monies must be used for airfare, per diem, and materials. The two partners might decide to help each other to develop multicultural teacher education courses. Faculty members from both institutions would visit each other to plan curricula.

Examples of other USIA grants include the following:

- A U.S. Congress-Korean National Assembly Project to provide support for nine university students from Korea to come to the United States and an equivalent number of Americans to go to Korea for a 3- to 4-week stay to better understand each other's legislative process.
- A program to provide international exchanges for postsecondary students.
- A program to permit a Romanian teacher educator to tour U.S. institutions.
- A program to send U.S. faculty consultants to Estonia, Latvia, and Lithuania to strengthen the development of democratic institutions.
- A project to conduct teacher education workshops and seminars in China.

Conclusion

In this chapter, I have tried to illustrate how a dean might go about globalizing the College of Education through creating an international climate, joining key organizations and consortia, and securing needed funds. The dean must be the global leader, influencing the selection of associate deans, department chairs, and faculty. By noting the faculty's global/international accomplishments on annual reviews, the dean can also influence promotion and tenure decisions.

A College of Education has multiple missions, and globalization is but one of these. However, the international dimension provides a focus for the overall mission. Certainly, faculty engaged in research must review the international literature. Teaching methodology and service to schools are worldwide concerns. My recent assignment in Ghana included helping to establish professional development schools. K-12 administrators in Belize are struggling with teacher evaluation issues. Polish teachers are implementing discovery learning in their science classes.

Our preservice teachers must enhance their worldviews and become conversant with global issues. They will do so through sustained dialogue with teacher education faculty and continued involvement with a global curriculum. The dean must play a key role in infusing global perspectives throughout a College of Education.

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APPENDIX

GLOBAL EDUCATION INFOGUIDE

SARAH FICKERT

Definition and Scope
Overviews
Bibliographies, Reference Books, Literature Reviews
State and National Involvement
References for K-12 Teachers
References for Teacher Educators
Position Papers and Research
Internet Resources
- Articles and Books about Internet Projects
- Gophers
- Listservs
- World Wide Web

Organizations Publishing Curricular Materials and Supporting Global Education
Study/Student Teaching Abroad/Exchange Organizations
Funding Resources
- Government Organizations
- Books About Funding

This InfoGuide is a resource for K-12 teachers and administrators who are thinking about or who have already implemented global education in their schools, colleges, and universities. It is also for teacher educators at colleges and universities who teach courses with a global education perspective or who conduct research on the topic. *Beginners* to this field should consult the first three sections: Definition and Scope, Overviews, and Bibliographies, Reference Books, Literature Reviews. *Administrators* may be interested in the section, State and National Involvement. *Precollegiate teachers* may be most interested in the section, References for K-12 Teachers, which describes projects and lessons to use in

classrooms. *College and university faculty* should examine the sections on References for Teacher Educators and Position Papers and Research. Internet Resources, the fastest growing area for global education, is in the next section. The last three sections of the InfoGuide list resources for everyone in the field.

Many of the references in this InfoGuide can be found in the Educational Resources Information Center (ERIC). ERIC is a federally funded information system that provides access to an extensive body of education-related resources. It is available at most college and university libraries and through the Internet at local libraries. ERIC summarizes most books and articles written about education and also funds clearinghouses that write reports about specific issues. Many of the documents cited here are available in microfiche, paper copies, or both from the ERIC Document Reproduction Service (EDRS). For information about prices, contact EDRS, 7420 Fullerton Road, Suite 110, Springfield, VA 22153-2852; telephone numbers are (703) 440-1440 and (800) 443-3742. Readers with questions can e-mail an inquiry to AskERIC, Internet address: askeric@ericir.syr.edu

Definition and Scope

The term *global education* was introduced into the ERIC system in 1993 to mean "learning/teaching activities across all grade levels that focus on the interrelatedness of peoples, cultures, and countries—subfields include world geography, world history, and international relations." According to Merryfield (1995), in the ERIC Clearinghouse on Teaching and Teacher Education, cited in the Overview section, the purpose of global education is to develop the knowledge, skills, and attitudes to participate in a world characterized by cultural pluralism, interconnectedness, and international economic competition. To become effective citizens, students must understand these complexities and develop skills in cross-cultural interaction. Teaching with a global perspective includes focusing as much on cultural universals as on cultural differences; on characterizing the world as an interconnected system showing how cultures or regions borrow and diffuse ideas; on raising persistent global issues such as land use or peace and security; and, finally, on recognizing that individual choices affect people around the world. Terms related to global education under which readers might look to find more information are *area studies, citizenship education, cross-cultural studies, economics education, environmental education, ethnic studies, multicultural education, peace, world geography,* and *world history.*

A narrower term in the ERIC system is *international education,* which, according to ERIC, is the study of educational, social, political, economic, and environmental forces of international relations, with special emphasis on the role and potentialities of educational forces. International education often includes international content in the curriculum, encompassing international relations (study of relations among countries), area studies (study of particular regions of the world), foreign languages and cultures, comparative and international approaches to individual disciplines, and the interdisciplinary study of issues affecting more than one nation. Beyond curriculum issues, the term frequently includes organizational features like student and teacher mobility and academic

programs administered transnationally. One goal of international education, to acquire a global perspective, overlaps with global education goals. Other goals include making educational systems internationally and cross-culturally compatible while simultaneously maintaining the uniqueness of individual country contexts and institutions. Hoopes & Hoopes (1991), in the Overview section, note that books and articles for higher education audiences are more likely to use the term *international education*, but precollegiate writers are more likely to refer to *global education*. No general agreement yet exists as to the scope or overlap of these two fields.

The Library of Congress subject heading system, used by most libraries, does not include global education as an indexing term. Look under the subject headings *international education* and *global method of teaching* instead. Books classified under these headings have the call numbers LC1090 and LB 1029.G55.

Resources that are specific to a single country or region of the world are beyond the scope of this InfoGuide. Teachers who want information about particular parts of the world can look under the name of the country for curriculum guides (e.g., *France and instructional materials*).

Overviews

ERIC Clearinghouses are good places to start for an overview of global education. Three of these clearinghouses have published ERIC Digests on global education. Digests are short overviews of a topic, often in question-and-answer format. They include a synopsis of research and at least four resources.

ERIC Clearinghouse for Social Studies/Social Science Education. 2805 East Tenth Street, Suite 120; Indiana University, Bloomington, IN 47405; Tel: (812) 855-3838; Fax: (812) 855-0455; Internet: ericso@ucs.indiana.edu

ERIC Clearinghouse on Teaching and Teacher Education, American Association of Colleges for Teacher Education. One Dupont Circle, Suite 610; Washington, DC 20036-1186; Tel: (202) 293-2450 or (800) 822-9229, Internet address: ericsp@inet.ed.gov

ERIC Clearinghouse on Higher Education. Washington, DC; George Washington University, One Dupont Circle, Suite 630; Washington, DC 20036-1186.

Other digests on global education can be found in the next section.

Haakenson, P. (1994, October). *Recent Trends in Global/International Education.* ERIC Digest. ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN. Discusses recent trends in global or international education. Global linkages are increasingly visible to the general public through environmental issues, telecommunications networks, and international trade. The increasing interdependence of nations necessitates a global perspective on the part of young people as they face the 21st century. Attaining this worldview may involve several approaches, including the study of cultures, languages, international issues, responsible citizenship in an interdependent world, and global connections within local communities.

Merryfield, M. (1995, July). *Teacher Education in Global and International Education.* ERIC Digest. ERIC Clearinghouse on Teaching and Teacher Education, Washington, DC. This digest gives definitions for global and international education, discusses what teaching with a global perspective entails, and provides a list of 15 references.

Pickert, S. M. (1992, August). *Preparing for a Global Community: Achieving an International Perspective in Higher Education.* ERIC Digest. ERIC Clearinghouse on Higher Education, Washington, DC; George Washington University School of Education and Human Development. This brief report summarizes a longer document with the same title. The report discusses the response of colleges and universities in the United States to the needs of students to become more international in scope and global in outlook. It notes that curriculum changes in higher education include greater enhancements of the international experience in the classroom and a tightening of foreign language standards.

Teaching About Global Issues. (1981, Sept). ERIC Fact Sheet No. 4. ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, CO. This fact sheet discusses the educator's role in helping students develop an appreciation for global issues affecting their lives and an understanding of the interrelationships binding our society to world regions and peoples.

Titus, C. (1994, April). *Civic Education for Global Understanding.* ERIC Digest. ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN. An approach to citizenship preparation that might be called civic education for global understanding includes a renewed engagement with and dedication to the civic needs of the nation. Students need to not only continue to study the basic concepts and values of democracy but also gain a broader understanding of the complex and interrelated world.

Bibliographies, Reference Books, Literature Reviews

The following set of references is for people interested in comprehensive resources or who want an idea of the scope of the field.

American Forum for Global Education. (1990). *The New Global Resource Book.* New York: Author. A comprehensive list of organizations and projects on global/international education.

Becker, J. (1988). *Resources for Strengthening International Studies in Schools: Planning Guide.* Bloomington: Indiana University Social Studies Development Center. Helps schools who are interested in planning to introduce or strengthen international studies.

Cogan, J. (1984). *The Global Classroom: An Annotated Bibliography for Elementary and Secondary Teachers* (Vol. 1). Minneapolis: University of Minnesota College of Education. First edition of the bibliography.

Cogan, J. (1989). *The Global Classroom: An Annotated Bibliography for Elementary and Secondary Teachers* (Vol. 2). Minneapolis: University of Minnesota College of Education. Second edition of this bibliography that also includes organization names and addresses supporting global education.

Cogan, J. (1995). *Comprehensive Bibliography for Global Education* (Vol. 3). Minneapolis: University of Minnesota College of Education. Bibliography including books, articles, dissertations on the topic.

Hoopes, D., &. Hoopes, K. (Eds.). (1991). *Guide to International Education in the United States* (2nd ed.). New York: Gale Research. A bibliographic resource containing very extensive references on this topic.

Pickert, S., & Turlington, B. (1992). *Internationalizing the Undergraduate Curriculum: A Handbook for Campus Leaders.* Washington, DC: American Council on Education. This handbook offers practical guidance from implemented programs for making the undergraduate curriculum more international in outlook and content. Examples are drawn from a variety of institutions with different missions and diverse student populations. Schools of Education are included.

Schlene, V. J. (1993, Spring). "Teaching Global Studies in Elementary School: An ERIC/ChESS Sample." *Social Science Record, 30*(1), 69-73. Provides an annotated list of 15 ERIC journal articles and documents on global studies and multicultural education for the elementary grades.

State and National Involvement

Several states have taken the lead in implementing global education into the K-12 curriculum. Specific state departments of education can provide additional information on initiatives and curriculum materials in individual states.

Council of Chief State School Officers. (1991). *International Dimensions of Education: Position Paper and Recommendations for Action.* Washington, DC: Author. Focuses on the four following areas: (a) communication skills, (b) international education, (c) cross-national comparisons of educational data, and (d) exchange of educational practices.

Czarra, F., & Edwards, D. (1993). *International Dimensions of Education: Documents of State Education Agencies.* Washington, DC: Council of Chief State School Officers and the Joint National Committee for Languages. Provides chief state school officers, international education coordinators, and their colleagues with a state by state listing of documents designed to assist public schools in bringing an international perspective into their curricula.

Fleming, D. B. (1991, Jan-Feb). "Social Studies Reform and Global Education: California, New York, and the Report of the National Commission on Social Studies." *Social Studies, 82*(1), 11-15. Compares treatment of global education in three curriculum guidelines: California's History-Social Science Framework (1987); the New York Social Studies Program; and the National Commission on Social Studies in the Schools' report, "Charting a Course." Finds the New York program more broadly conceptualized, emphasizing all the social science disciplines.

Wangen, R. (1991). *Model Learner Outcomes for International Education.* St. Paul: Minnesota State Department of Education. This document features the program level and model learner outcomes established by the state of Minnesota for international education.

References for K-12 Teachers

Anderson, C., Nicklas, S., & Crawford, A. (1994). *Global Understandings: A Framework for Teaching and Learning*. Alexandria, VA: Association for Supervision and Curriculum Development. Provides a framework for global education along with sample integrated units, performance assessment suggestions, and an appendix of resources including toys and curriculum materials for children.

Angell, A. V., & Avery, P. G. (1992, May-June). "Examining Global Issues in Elementary Classrooms." *Social Studies, 83*(3), 113-117. This article examines global issues in the elementary classroom. Discusses the use of group discussions, role-play, and thematic resource folders to help elementary students develop problem-solving skills for dealing with global issues and problems in their own lives.

Association of Teacher Educators. (1995). *United Nations Curriculum Guide* and *Teacher Trainers' Manual*. Reston, VA: Author. A curriculum guide and manual for teaching about the United Nations.

Collins, T. (Ed.). (1996). *Implementing Global Education: A Primer for Principals, Teachers, and Parents*. Alexandria, VA: National Association of Elementary School Principals. A practical guide for introducing global education programs into schools.

Crawford, A. (1995). *A Resource Module on Global Education* (Resource Module #14). Alexandria, VA: Association for Supervision and Curriculum Development. Describes a staff development workshop to help schools introduce and support global education.

Freeman, R. (Ed.). (1986). *Promising Practices in Global Education: A Handbook With Case Studies*. New York: The National Council on Foreign Language and International Studies. Provides examples of innovative programs including school-university collaborations and community networks. Includes discussions for how to form teams and help them work together.

Hartoonian, H. M., & Stock. H. (1992). *A Guide to Curriculum Planning in Global Studies*. Madison: Wisconsin State Department of Public Instruction. This guide is designed to assist educators develop curricula to embrace global perspectives including an overview of global studies, themes and topics of global studies, sample teaching units.

Kniep, W., & Martin-Kniep, G. (1995). "Schools and Curriculum for the 21st Century." In J. Beane (Ed.), *Yearbook for Supervision and Curriculum Development* (pp. 87-100). Alexandria, VA: Association for Supervision and Curriculum Development. This article describes a project that helps schools redesign the curriculum to reflect increasing cultural diversity and interdependence in the world and to help communities determine how schools should prepare students for the challenges of the future.

Merryfield, M., & Remy, R. (1993). *Teaching About International Conflict and Peace*. Albany: SUNY Press. Provides a rationale for and examples of ways to teach about peace and conflict.

National Association of Elementary School Principals (n.d.) *Five Steps to a Successful Global Education Project*. Alexandria, VA: Author. Discusses how to write successful grant proposals for global education projects. See other activities of this organization in the section, Organizations Publishing Curriculum Materials and Supporting Global Education.

Nunez, L. (1995). *An Agenda for Peace: The Role of the United Nations.* Stanford, CA: Stanford Program on International and Cross-Cultural Education (SPICE). Curriculum materials for grades 7-12, designed to help students gain a better understanding of the concepts of conflict and peace and the role of the United Nations in resolving and managing conflicts.

Reardon, B. (1995). *Educating for Human Dignity: Learning About Rights and Responsibilities.* Baltimore, MD: University of Pennsylvania Press. Curriculum resource manual for a K-12 human rights education program.

Tye, K. (Ed.). (1990). *Global Education: School-Based Strategies.* Orange, CA: Interdependence Press. Examples of ways that global education has been introduced into schools.

Tye, K. (Ed.). (1991). *Global Education: From Thought to Action.* 1991 Yearbook of the Association for Supervision and Curriculum Development. Alexandria, VA: Association for Supervision and Curriculum Development. Two assumptions of global education include the view that the individual school is the optimal unit for change efforts, and local teachers and schools are important for lasting school improvement. This yearbook defines global education, explains its importance, describes it implementation, and demonstrates its uses for school improvement.

Woyach, R., & Remy, R. (Eds.). (1989). *Approaches to World Studies: A Handbook for Curriculum Planners.* Boston: Allyn & Bacon. Describes several ways to teach about the world in secondary school and offers ways to evaluate each approach.

References for Teacher Educators

American Association of Colleges for Teacher Education. (1989). *Guidelines for International Teacher Education.* Washington, DC: Author. This project developed guidelines for use in the United States to internationalize undergraduate teacher preparation curricula in collaboration with the International Council on Education for Teaching and the National Council on Foreign Language and International Study.

Begler, E. (1993, Winter). "Spinning Wheels and Straw: Balancing Content, Process, and Context in Global Teacher Education Programs." *Theory Into Practice, 32*(1). 14-20. Emphasizes the importance of the process-content relationship and of helping teachers adapt global education to their own educational contexts.

Easterly, J. (Ed.). (1994). *Promoting Global Teacher Education.* Reston, VA: Association of Teacher Educators. Collection of seven reports dealing with global awareness for teachers.

Flournoy, M. A. (1994). "Educating Globally Competent Teachers." In R. Lambert (Ed.), *Educational Exchange and Global Competence.* New York: Council on International Educational Exchange. Describes strategies used in Ohio University's College of Education to encourage teachers to become explorers: two cross-cultural courses; "Toward a Peaceful World" seminar for American and international students; and an exchange program with Ngwane Teachers College in Swaziland.

Freeman, R. E. (1993, Winter). "Collaboration, Global Perspectives, and Teacher Education." *Theory Into Practice, 32*(1), 33-39. Explains that because no one can be an expert on the whole world, collaboration is necessary for a successful program. It plays a critical role in developing teachers' knowledge and skills.

Gilliom, M. E. (1993, Winter). "Mobilizing Teacher Educators to Support Global Education in Preservice Programs." *Theory Into Practice, 32*(1), 40-46. Bringing global perspectives requires commitment of all faculty. The article looks at incremental change, faculty commitment, rewards for participation, and visibility.

Johnson, D. (1993, Winter). "Academic and Intellectual Foundations of Teacher Education in Global Perspectives." *Theory Into Practice, 32*(1), 3-13. Graduate programs that provide teachers with a global perspective must transcend a system of analysis shaped by U.S. liberal reforms and take other models of the world seriously.

Johnson, M., & Ochoa, A. (1993, Winter). "Teacher Education for Global Perspectives: A Research Agenda." *Theory Into Practice, 32*(1), 64-68. Examines research areas to strengthen teacher education for global perspectives, including (a) the critical perspective, (b) teacher reflection, (c) pedagogical content knowledge and beliefs, and (d) cognitive developmental studies of teachers.

Merryfield, M. (1991, Jan-Feb). "Preparing American Secondary Social Studies Teachers to Teach With a Global Perspective: A Status Report." *Journal of Teacher Education, 42*(1), 11-20. This study identifies 30 teacher education programs in the U.S. that prepare secondary social studies teachers to teach with a global perspective. Most programs are characterized by brief in-service presentations that are relatively weak in such subjects as history, the environment, and technology.

Merryfield, M. (1992, Winter). "Preparing Social Studies Teachers for the Twenty-First Century: Perspectives on Program Effectiveness From a Study of Six Exemplary Teacher Education Programs on Global Education." *Theory and Research in Social Education, 20*(1), 17-46. Discusses six teacher education programs designed to foster global awareness.

Merryfield, M. (1993, Winter). "Reflective Practice in Global Education: Strategies for Teacher Educators." *Theory Into Practice, 32*(1), 27-32. Builds a rationale for reflection in globally oriented teacher education programs, shares strategies developed for an introductory seminar on global education, and discusses implications of reflection on global education. Merryfield is the editor for this special edition focusing on global education.

Merryfield, M. (1994, Spring). "Shaping the Curriculum in Global Education: The Influence of Student Characteristics on Teacher Decision Making." *Journal of Curriculum and Supervision, 9*(3), 233-249. Describes a yearlong study exploring how student characteristics shaped their teachers' instructional decision making in world history/global education classes. Teachers were sensitive to racial, ethnic, religious, and gender differences; linked content to students' local environment; were concerned about gaps in student understanding and experience; expanded on topics capturing students' interest or curiosity; and shortened coverage on "boring" topics.

Merryfield, M. (1994, October). *Teacher Education in Global and International Education*. Washington, DC: American Association of Colleges for Teacher Education. Implementation of global and international education in colleges of

teacher education requires responsive and informed administration; inclusion in the curriculum of global issues, systems, and history, local-global linkages, and interrelatedness of the world's people; planned experiences in the United States and other countries to develop international competence; expertise in interdisciplinary approaches; expertise in assessing and improving courses; improved faculty development and evaluation policies; a continual review system; institutional commitment to global and international education; and development of linkages with other educational institutions around the world.

Merryfield, M. (1995, Jan-Feb). "Institutionalizing Cross-Cultural Experiences and International Expertise in Teacher Education: The Development and Potential of a Global Education Professional Development Schools (PDS) Network." *Journal of Teacher Education, 46*(1), 19-27. Describes how to extend global education in the teacher education curriculum by infusing into professional development school sites associated with teacher education programs.

Merryfield, M., & Harris, J. (1992, Spring). "Getting Started in Global Education: Essential Literature, Essential Linkages for Teacher Educators." *School of Education Review, 4*, 56-66. Offers four lessons for teacher educators, drawing from literature on the global education movement and exploring linkages critical for effective programs. The article discusses conceptualization of global education; controversies; and national, international, and local contexts.

Quinn, L., Barr, H., Jarchow, E., McKay, J., & Powell, R. (1995). "International Student Teaching: New Zealand and the United States Perspectives on Schooling." *Action in Teacher Education, 17*(2), 18-27. Interviews with five New Zealand and five American education majors completing all or part of their student teaching practicum abroad revealed a heightened awareness of their own cultural values regarding education and a better understanding of the context of education in another country.

Schukar, R. (1993, Winter). "Controversy in Global Education: Lessons for Teacher Educators." *Theory Into Practice, 32*(1), 52-57. Explores global education controversies by examining challenges made to three global education programs; discusses the implications of the challenges for teacher educators; and offers practical suggestions.

Tucker, J., & Cistone, P. (1991, Jan-Feb). "Global Perspectives for Teachers: An Urgent Priority." *Journal of Teacher Education, 42*(1), 3-10. A global perspective requires a holistic approach that gives students an understanding of themselves and their relationship to the world community.

Tye, K., & Benham, B. (1993, Winter). "The Realities of Schooling: Overcoming Teacher Resistance to Global Education." *Theory Into Practice, 32*(1), 58-63. Describes strategies for getting many teachers in a school to support global education when it is not their initial priority.

West, B. B., Jarchow, E., & Quisenberry, N. L. (1996). "Teacher Education Research in International Settings." In J. Sikula, T. J. Buttery, & E. Guyton (Eds.), *Handbook of Research on Teacher Education* (2nd ed., pp. 1047-1107). New York: Simon & Schuster.

Wilson, A. (1993, Winter). "Conversation Partners: Helping Students Gain a Global Perspective Through Cross-Cultural Experiences." *Theory Into Practice, 32*(1), 21-26. Reviews the research on the impact of international experience on preservice teachers, discusses off-campus international experiences, and describes an on-campus cross-cultural conversation partners program designed

to increase the intercultural competence of teacher education students at the University of Kentucky.

Wilson, A. (1993). *The Meaning of International Experience in Schools.* Westport, CT: Praeger. Describes six case studies showing the impact of international experience on teachers, students and schools. Offers specific suggestions for utilizing internationally experienced persons more fully in schools.

Wooster, J. (1993, Winter). "Authentic Assessment: A Strategy for Preparing Teachers to Respond to Curricular Mandates in Global Education." *Theory Into Practice, 32*(1), 47-51. State and local mandates offer a way to provide teachers with global perspectives. The article describes some global education mandates and illustrates how to create performance-based assessment measures based on them.

Position Papers and Research

Becker, J. M. (1982, Summer). "Global Education: An Overview." *Theory Into Practice, 21*(3), 228-233. A list of objectives for global education advocated by national organizations, professional associations, state departments of education, and other groups that have become involved in the field. Includes a widely circulated list concerning student competencies that schools should seek to instill for good citizenship in a global age.

Hanvey, R. G. (1982, Summer). "An Attainable Global Perspective." *Theory Into Practice, 21*(3), 162-167. Identifies the five following dimensions of a global perspective: (a) perspective consciousness, (b) "state of the planet" awareness, (c) cross-cultural awareness, (d) knowledge of global dynamics, and (e) awareness of choices. The development of a global perspective should illuminate students' linkages among events.

Kniep, W. M. (1986, October). "Defining a Global Education by Its Content." *Social Education, 50*(6), 437-446. Provides a four-part framework for thinking about the content of global education: the study of (a) diverse human values; (b) global economic, political, ecological, and technological systems; (c) global problems and issues; and (d) the history of contact and interdependence among peoples, cultures, and nations.

Kniep, W. M. (1989, September). "Global Education as School Reform." *Educational Leadership, 7*(1), 43-45. Neither the traditionalists nor the structuralists have addressed what schools should be teaching to prepare students for citizenship in the 21st-century global society. The American Forum's model schools network, part of the global education movement, identifies four domains of student inquiry for future school curricula.

Kobus, D. K. (1992, April-May). "Multicultural/Global Education: An Educational Agenda for the Rights of the Child." *Social Education, 56*(4), 224-227. Examines multicultural and global education in relation to the growing concern for equity and social justice in the social studies curriculum.

O'Neil, J. (1989, January). "Global Education: Controversy Remains, but Support Growing." *Curriculum Update* (1), 9. Evaluations of U.S. 18- to 24-year-olds reveal that many young people lack the basic geographic and conceptual groundwork for intercultural or global understanding. The content of the

programs should include the study of human values, global systems, global problems and issues, and the history of global interdependence.

Oswald, J. M. (1993, Jan-Feb). "The Social Studies Curriculum Revolution." *Social Studies, 84*(1), 14-19. Traces the origins, growth, and decline of the "New Social Studies" movement between 1960 and 1975. Discusses reasons for its decline and suggests that the 1990s may bring a revival of another period of social studies reform and innovation.

Torney-Purta, J. (1986). *Predictors of Global Awareness and Concern Among Secondary School Students.* Columbus, OH: Mershon Center, Ohio State University. This study evaluates global education at the secondary school level, covering several regions of the United States and including programs that use contrasting educational approaches and conceptualizations. The results suggest that some programs falling under the general categories of global education do make a positive contribution to the global awareness and concern of secondary school students.

Torney-Purta, J. (1995). "Education in Multicultural Settings: Perspectives From Global and International Education Programs." In W. Hawley & A. Jackson (Eds.), *Toward a Common Destiny: Improving Race and Ethnic Relations in America* (pp. 341-370). San Francisco: Jossey-Bass. Describes several global education programs with a multicultural emphasis.

Tye, B., & Tye, K. (1992). *Global Education: A Study of School Change.* Albany: SUNY Press. Describes ways schools have introduced global education into the curriculum that have brought lasting change in the schools themselves.

Wilson, A. (1994). "The Attributes and Tasks of Global Competence." In R. Lambert (Ed.), *Educational Exchange and Global Competence.* New York: Council on International Educational Exchange. Answers two questions: What are the attributes of a globally educated American undergraduate? and What are examples of tasks that an American student should be able to complete to demonstrate these attributes?

Zevin, J. (1993, March-April). "World Studies in Secondary Schools and the Undermining of Ethnocentrism." *Social Studies, 84*(2), 82-86. Argues that global or world studies should be a key course in the secondary curriculum. Asserts that knowledge of Western culture cannot prepare students adequately for participation in an interdependent world. Describes dominant and alternative approaches to teaching world studies.

Internet Resources

Access to the Internet creates opportunities for a global communication with teachers and students from all over the world, removing barriers to communication and leading to a sharing of ideas and resources. This wealth of information greatly expands classroom resources. See the section, Organizations Publishing Curriculum Materials and Supporting Global Education, for additional names of organizations that support Internet projects.

Articles and Books About Internet Projects

Readers seeking more information about the Internet or who are interested in descriptions of projects conducted on the Internet should look at the following citations. They offer helpful descriptions for getting to online resources and offer specific examples of classroom applications.

Caudell, L. S. (Ed.). (1994, Feb.). *The Global Classroom. Special Report: Online for Learning*. Portland, OR: Northwest Regional Educational Lab Report. This special report's feature article, "The Global Classroom," focuses on the ways the Internet makes the global classroom possible by allowing children to communicate with others around the world. To facilitate use of the Internet, the Northwest Regional Laboratory (NWREL) has plugged into the network and will be offering guidance for users and a Gopher to help them locate Internet resources.

Hassard, J., & Weisberg, J. (1993). *Global Thinking: Teacher's Resource Guide*. Atlanta: Georgia State University, Department of Middle Secondary Education and Instructional Technology. Available from Global Thinking Project, Georgia State University. The teaching materials contained in this teacher's guide provide a framework for teachers in different cultures to engage their students in collaborative projects. The guide is divided into five parts. Part 1 introduces the Global Thinking Project. Three chapters provide an overview of the project, step-by-step procedures on using collaborative learning, and procedures on using telecommunications in the classroom. Part 2 engages students in a series of projects in which students will be part of a global community of about 10 schools worldwide. Part 3 contains three projects from which the class chooses one to work on during Phase 2 of the school year, together with other schools to form a global community.

McCarty, P. (1991, Nov.). "Bringing the World Into the Classroom." *Principal, 71*(2), 8-10. Since 1988, a Salt Lake City elementary school has participated in World-Classroom, a unique global electronic information service allowing teachers and students around the world to share ideas and resources on mutual projects and current events.

Morton, C., & Mojkowski, C. (1991, Mar.). "The Place of Global Reality in Interdisciplinary Settings: Using Modern Technology to Link Classrooms for Globalization." Paper presented at the Annual Conference of the Association for Supervision and Curriculum Development (San Francisco, CA, March 16-19, 1991). This paper describes ways to use the Internet for global education.

Protheroe, N., & Wilson, E. (1994). *The Internet handbook for school users*. Arlington, VA: Educational Research Service. A book for teachers who are just learning to surf the net.

Wheeler, D. (1992, April 21). "KIDLINK in War and Peace." Paper presented at the Annual Conference of the American Educational Research Association (San Francisco, April 22-24, 1992). Describes the KIDLINK Project, a world-wide e-mail exchange with children from 10 to 15 years of age. The goal of the project is to create a global dialogue among as many children as possible. This paper describes the separate mailing lists used by the project for different aspects of its work.

Wishnietsky, D. (1993). *Using Computer Technology to Create a Global Classroom.* Bloomington, IN: Phi Delta Kappa Educational Foundation, Fastback 356. This brief guide presents a model for developing a global classroom using computer-based technologies. A resource section lists 14 computer networks and organizations involved in global education for readers interested in learning more about the field.

Gophers

Gophers provide distributed document access service on the Internet in text (not graphics) only.

The International Education Forum serves people interested in student and faculty exchanges and study abroad and is supported by NAFSA (see organizations) and the European Association of International Educators by providing information about U.S. government resources, articles and reference guides for international exchange, and a number of directories. Gopher address: gopher.colostate.edu; select on campus information and services; select international programs; select NAFSA Resources; select International Education Forum.

The Institute for Global Communications (IGC) provides computer networking tools to communicate internationally through EcoNet, PeaceNet, and ConflictNet. Tel: (415) 442-0220; Fax: (415) 546-1794; gopher address: gopher to igc.apc.org; e-mail address: econet@econet.apc.org

The Ontario Institute for Studies in Education (OISE) has created a site, titled Global Education-Teaching Perspectives, which shows how to access international discussions, databases, and online expertise to support the teaching of global perspectives across the curriculum. Gopher address: gopher.oise.on.ca

Listservs

Listservs are electronic discussion groups held on the Internet. The following listservs provide opportunities to discuss global education issues.

International E-Mail Classroom Connections: a listserv for K-12 teachers seeking partner classes for international and cross-cultural electronic mail exchanges. To subscribe:

1. Send a message to: iecc-request@stolaf.edu
2. Leave the subject line blank
3. Type the message: Subscribe IECC your first name your last name
4. Send the message
5. You will receive a confirmation message from the listserv

KIDLINK: a listserv/announcement service that runs the yearly KIDS projects. To subscribe:

1. Address a message to either listserv@vm1.nodak.edu or listserv@ndsuvm1.bitnet
2. Leave the subject line blank
3. Type the message: Subscribe KIDLINK Your first name Your last name
4. Send the message
5. You will receive a confirmation message from the listserv

KIDCAF provides a forum for children around the world ages 10-15. Internet: listserv@vmi.nodak.edu

World Wide Web

The World Wide Web (WWW) is an Internet information service providing access to hypertext and multimedia documents.

The ERIC Virtual Library is a file of resources including lesson plans, Internet guides and directories, full-text ERIC Digests, and AskERIC InfoGuides. Their URL address is: http://ericir.syr.edu

The Global Schoolhouse Project connects schools and students nationally and internationally using the Internet. It is supported by the Institute for Global Change Research and Education (IGCRE). Their URL address is: http://www.yahoo.com/Education/K_12/Global_Schoolhouse_Project

International Education and Resource Network (I*EARN) is a nonprofit international telecommunications network of primary and secondary schools in more than 20 countries where students work on common projects to make a difference in the health and welfare of the planet. Tel: (914) 962-5864, Fax: (914) 962-6472, Internet address: iearn@igc.apc.org; gopher: igc.apc.org; URL: http://www.educ.wsu.edu/i*earn/index.html

MGSNet is a project supported by I*EARN that connects Montana schools to classes and countries around the world through electronic mail and video phone. Contact Montana Council for International Visitors. Tel: (406) 586-8030, Fax: (406) 586-9939, Internet address: mtcouncil@igc.apc.org

Network of International Teacher Education Centers (NITEC), c/o Craig Kissock, University of Minnesota–Morris, Division of Education, Morris, MN 56267. Tel: (612) 589-6402, Fax: (612) 589-6401, e-mail: Kissockc@caa.mrs.umn.edu. A network of teacher educators around the world who are interested in working with and learning from colleagues who work in other countries and instructional settings.

SchoolNet is a cooperative initiative of Canada's government, educators, universities and colleges, and industry to link all of Canada's schools to the electronic highway. Many resources are available through this link in English and French. URL address: http://Schoolnet.carleton.ca/englihs/schlnet.html

The U.S. Global Change Research Information Office has a home page providing links to Internet accessible global change instructional materials. The URL address is: http://gcrio.gcrio.org/edu.html

Organizations Publishing Curricular Materials and Supporting Global Education

Teachers looking for additional materials to use in their K-12 classrooms and people who are implementing a global education curriculum will find many materials already available from the organizations listed next. Not included in the list are many human rights offices, refugee centers, state humanities councils, foreign affairs councils, area studies programs, foreign language programs, discipline-related professional associations, and organizations with global outreach activities for specific geographical areas. Broader lists of organizations can be found in Hoopes & Hoopes (1991), in the section, Bibliographies, Reference Books, Literature Reviews.

Alberta Global Education Project. 11010-142 Street, Edmonton, Alberta, Canada T5N 2R1; Tel: (403) 453-2411. Publishes a *Networks* newsletter that describes Canadian initiatives in global education and classroom projects.

American Association of Colleges of Teacher Education (AACTE), 1 Dupont Circle, Suite 610, Washington, DC 20036; Tel: (202) 293-2450. A nonprofit professional association of colleges with teacher education programs. Supports a global and international education committee that seeks ways to encourage global education in teacher preparation programs. Publishes *Guidelines for International Teacher Education.*

American Forum for Global Education. 120 Wall Street, Suite 2600, New York, NY 10005; Tel: (212) 742-8232, Fax: (212) 742-8752. A nonprofit organization acting as a resource center on global education; administers National Clearinghouse on Development Education. The Forum is part of the International Network for Global Education (INGE), which promotes teaching about global issues worldwide.

Associated Schools Project in Education for International Cooperation and Peace (ASP). c/o UNESCO Section Place de Fontenoy 7, 75352 07 SP Paris, France; Tel: 331/45-681-000. Interregional project on the study of contemporary problems in primary and secondary education and teacher-training institutes. Includes 3,500 participating institutions in 126 countries. Publishes *Looking at The ASP* (biannually) and *International Understanding at School* (biannually).

Association for Supervision and Curriculum Development (ASCD). 1250 N. Pitt Street, Alexandria, VA 22314-1453; Tel: 800/703 933-2733. Publishes books on global education, including *Global Understandings: A Framework for Teaching and Learning* (See C. Anderson in section, References for K-12 Teachers) and articles about global education in the 1991 ASCD Yearbook, *Global Education: From Thought to Action.* (See K. Tye in the same section). Also sponsors a Global Education Network and its accompanying *Global Connections* newsletter (see below).

Association of Teacher Educators (ATE). 1900 Association Drive, Reston, VA 22091-1502; Tel: (703) 620-3110, Fax: (703) 620-9530. Includes a standing committee on international education and publishes the journal, *Action in Teacher Education.* See the Summer 1995 issue on International Perspectives on Field Experiences.

Center for Comparative and Global Studies in Education. 428 Baldy Hall, Buffalo, NY 14260: Tel: (716) 645-2487, Fax: (716) 645-2481. Association sponsored by the Graduate School of Education at the State University of New York at Buffalo. Publishes a newsletter.

Center for Teaching International Relations (CTIR). University of Denver, Denver, CO 80208; Tel: (800) 871-3106, Fax: (303) 871-2906. Publishes interactive, student-centered teaching materials for elementary and secondary levels; most publications are in a series, including global awareness, cultural studies, environmental education, comparative studies, area studies, and ethnic studies.

Childreach. PLAN International USA, 155 Plan Way, Warwick, RI 02886-1099; Tel: (800) 556/7918. Provides pen pal partners.

Children's Creative Response to Conflict (CCRC). Box 271, Nyack, NY 10960; Tel: (914) 353-1796, Fax: (914) 358-4924. Publishes curriculum materials for K-6, and a newsletter about conflict resolution.

Choices for the 21st Century. Watson Institute for International Studies, Brown University, Box 1948, Providence, RI 02912-1948; Tel: (401) 863-3155, Fax: (401) 863-1247, Internet address: choices@brown.edu. Publishes curriculum units for grades 9-12 on current international relations issues, developed by the Choices for the 21st Century Education Project at the Watson Institute for International Studies, Brown University.

Comparative and International Education Society. c/o Institute of International Education, 1400 K. Street NW, Suite 650, Washington, DC 20005-2403. Professional association, publishes a newsletter and the journal, *Comparative Education Review.* Membership inquiries go to Ms. Florence Dowdell, University of Chicago Press, P.O. Box 37005, Chicago, IL 60637; Tel: (312) 753-1197, Fax: (312) 753-0811, Internet address: subscriptions@journals.uchicago.edu

Consortium for International Development (CID). 6367 E. Tanque Verde, Suite 200, Tucson, AZ 85715-3832; Tel: (520) 885-0055, Fax: (520) 886-3244, Internet address: cideo@cid.org. The Consortium is a not-for-profit organization representing 12 Western universities in the United States with strong international experience in a wide range of areas related to primary, secondary, and higher education. CID provides technical assistance and training services to countries that are undertaking development activities and programs. See Chapter 10 for full description.

Council of Chief State School Officers. One Massachusetts Ave. NW, Suite 700, Washington, DC 20001-1431; Tel: (202) 408-5505, Fax: (202) 408-8072. Publishes position papers on global education, a listing of international education coordinators in each state, and state documents on global education. (See Czarra, in section, State and National Involvement.)

Culturgrams. David M. Kennedy Center for International Studies-Publication Services, Brigham Young University, 280 Harold R. Clark Bldg., Provo, UT 84602-4538; Tel: (800) 528-6279 or (801) 378-6528, Fax: (801) 378-7075, Internet address: David Deem@byu.edu. *Culturgrams* are four-page briefings that discuss a nation's background and society as well as the customs, courtesies, and lifestyles of its people. Ideal for educators, students, community leaders, and anyone interested in the daily lives of the people in a given nation. Available individually or in sets. Tel: (800) 528-6279 for a free sample and catalog.

Educators for Social Responsibility. 23 Garden Street, Cambridge, MA 02138; Tel: (800) 370-2515 or (617) 492-1764, Fax: (617) 864-5164, Internet address: esrmain@igc.apc.org. Publishes curriculum materials on violence prevention and conflict resolution. Provides professional development for educators.

Finance for Development (Formerly Debt for Development Coalition), 2021 L Street NW, Washington, DC 20036; Tel: (202) 467-088, Fax: (202) 467-4093. A not-for-profit organization committed to finding ways to turn the international debt of countries into economic development opportunities including education projects. Members include colleges, universities, and voluntary organizations. See Chapter 10 for more details.

Foreign Policy Association. 729 7th Avenue, New York, NY 10019; Tel: (212) 764-4050. National, nonpartisan, nonprofit organization designed to increase public understanding of and involvement in U.S. foreign policy concerns. Sponsors the Social Studies School Services program and the Great Decisions program.

Forum. A biannual journal published by Educators for Social Responsibility, 23 Garden Street, Cambridge, MA 02138; Tel: (617) 492-1764, Fax: (617) 864-5164, Internet address: esrmain@igc.apc. org. ESR also publishes books on conflict resolution.

Global Connections. A newsletter of the Association for Supervision and Curriculum Development's ASCD Global Education Network. Write: Curriculum and Instruction, School of Education, R. 3140, Indiana University, Bloomington, IN 47405; Tel: (812) 856-8118, ext. 3140. Attn: Sarah White (812) 856-8440, Internet address: phaakens@indiana.edu

Global Education Associates. International membership organization that provides educational programs on world peace and security, human rights, cooperative economic development. Publishes the journal, *Breakthrough.* 475 Riverside Drive, Suite 1848, New York, NY 10115; Tel: (212) 870-3290, Fax: (212) 870-2721.

Global Education Network. A network of educators interested in global education, supported by the Association for Supervisors and Curriculum Development (see *Global Connections,* above, for their newsletter). Marilyn McKnight, Milwaukee Public Schools, Forest House School, P.O. Drawer 10K, Milwaukee, WI 53201; Tel: (414) 645-5200, Internet address: McKnight@omnifest.uwn.edu

Global Learning, Inc. 1018 Stuyvesant Avenue, Union, NJ 07083; Tel: (908) 964-1114, Fax: (908) 964-6335. Produces curriculum materials K-college, conducts teacher education workshops for exploring issues of global interdependence such as sustainable development and conflict resolution/mediation.

Global Pages. Immaculate Heart College, 425 Shatto Place, Suite 401, Los Angeles, CA 90020; Tel: (213) 386-3116, Fax: (213) 386-6334. A quarterly publication of special reports, curriculum materials, and classroom exercises about peace, justice, and global cooperation. Designed for grades 9 and up.

Great Decisions. Published by the Foreign Policy Association, 470 Park Avenue South, New York, NY 10016; Tel: (212) 481-8100, Fax: (212) 481-9275. Annual briefing book containing collections of primary sources and concise analyses of current foreign policy issues facing the United States.

ICONS (International Communication and Negotiation Simulations). Uses simulation techniques to teach international negotiation and intercultural communications to college and high school students on a worldwide, multi-

institution, computer-assisted simulation network. Department of Government and Politics, University of Maryland, Rm. 1127, East Tidings Hall Maryland; College Park, MD 20742; Tel: (301) 405-4172, Fax: (301) 314-9690, Internet address: http://www.bsos.umd.edu/Icons/Icons.Htm

Intercultural Press. P.O. Box 700, Yarmouth, ME 04096; Tel: (207) 846-5168, Fax: (207) 846-5181. Publishes curriculum materials on intercultural education.

International Baccalaureate (IB). 200 Madison Avenue, Suite 2007, New York, NY 10016; Tel: (212) 696-4464. Oversees the activities of the International Baccalaureate Organization in the United States, Canada and the Caribbean. The IB Diploma program is a pre-university course of study designed as a comprehensive curriculum that allows its graduates to fulfill requirements of the various national systems of education. International Office: International Baccalaureate Office (IBO), 15 Route des Morillons, 1218 Grand Sacconex, Geneva, Switzerland.

International Classroom. University of Pennsylvania, 33rd and Spruce Streets, University Museum of Archaeology and Anthropology, Philadelphia, PA 19104; Tel: (215) 898-4066. As an educational resource organization, IC promotes a multicultural educational program for people of all cultures to share stories of their countries and culture.

International Council on Education for Teaching (ICET). 2009 N. 14th Street, Suite 609, Arlington, VA 22201; Tel: (703) 525-5253, Fax: (701) 351-9381. Promotes higher teaching standards for educators through the development of national, regional, and international networks; members in 97 countries; publishes *ICET Newsletter.* See Chapter 10 for a fuller description.

International Cultural Exchange. 6 Sheffield Road, Great Neck, NY 11021. Publishes a series of short stories written by authors from around the world, with teacher's guide. For elementary schools.

International Schools Association (ISA). CIC Case 20 CH-1211, Geneva 20, Switzerland 412; Tel: 733-67-17, Fax: 734-7082. Promotes relations between international and internationally minded schools in 33 countries.

International Studies Association (ISA). Thomas J. Volgy, Director, 324 Social Sciences, University of Arizona, Tucson, AZ 85721 Tel: 520/621-7715, Fax: (520) 621-5780, Internet address: isa@arizona.edu; WWW page: http://csf.colorado.edu/isa. Multidisciplinary professional society that promotes international studies; publishes *International Studies Quarterly, Notes, Mershon International Studies Review, International Studies Notes* and *ISA newsletter.*

Issues in Global Education (Formerly ACCESS). A newsletter of the American Forum, AEGIS, and the International Exchange Association. Includes resource briefs and issue papers on international security, peace, and world affairs. 1511 K. St. NW Suite 643, Washington, DC 20005-1401; Tel: 800/888-6033, Fax: 202/783-4767.

Japan-U.S. Teacher Education Consortium (JUSTEC). Dr. Allen Glenn, Dean, College of Education, University of Washington, Box 353600, 222 Miller Hall, DQ12, Seattle, WA 98185-3600; Tel: (206) 543-5390, Fax: (206) 543-8439. A consortium of 13 U.S. colleges of education and Japanese institutions. Holds annual meetings, conducts joint research projects on teacher education. See Chapter 10 for a fuller description.

Mershon Center for Education in National Security. The Ohio State University, 1501 Neil Avenue, Columbus, OH 43201-2602; Tel: (614) 292-1681, Fax: (614) 292-2407. Social science research and public education center; publishes books,

reports, studies, newsletters, instructional materials, and the *Mershon International Studies Review.*

NAFSA: Association of International Educators (NAFSA). 1875 Connecticut Avenue NW, Suite 1000, Washington, DC 20009; Tel: (202) 462-4811, Fax: (202) 667-3419. A voice for international educational exchange; publishes *NAFSA Newsletter, International Educator.* See Chapter 10 for a fuller description.

National Association of Elementary School Principals (NAESP). Programs Division, 1615 Duke Street, Alexandria, VA 22314-3483; Tel: (703) 684-3345, Fax: (703) 518-6281. Membership organization that offers minigrants to teachers in the field of global education. See the funding section for a pamphlet that NAESP publishes on grant writing in this field.

National Association of Secondary School Principals (NASSP). 1904 Association Drive, Reston, VA 22091; Tel: (703) 860-0200, Fax: (703) 476-5432. Supports a school-centered exchange program, called Partnerships International, in which secondary schools in the United States are linked with partner schools around the world.

National Council for Geographic Education (NCGE). Leonard 16 A, Indiana University of Pennsylvania, Indiana, PA 15705. Works to enhance the status and quality of geography teaching and learning at all levels of instruction; publishes *Journal of Geography* and *Perspective* and instructional materials for classroom use.

National Council for the Social Studies (NCSS). 3501 Newark Street NW, Washington, DC 20016; Tel: (202) 966-7840, Fax: (202) 966-2061. Promotes the teaching of social studies to the best advantages of all students; publishes *Social Education, Social Studies and the Young Learner* and *Theory and Research in Education.*

National Geographic Society: Committee for Research and Exploration. 1145 17th Street NW, Washington, DC 20036-4688; Tel: (202) 857-7439. Provides grants for research worldwide for projects related to geography and all Earth sciences.

National Geographic Society Educational Services. P.O. Box 98019, Washington, DC 20090; Tel: (202) 857-7043, (800) 368-2728. Provides books, curriculum materials, and online projects. National Geographic Kids Network supports an international telecommunications-based science and geography curriculum for fourth through sixth graders. Students are assigned to research teams to investigate topics such as the water supply, weather, and pollution, on the local level, then compare data with other members of their research team. Scientists help them trace geographic patterns in the data.

National School Boards Association (NSBA). 1680 Duke Street, Alexandria, VA 22314; Tel: (703) 838-6722, Fax: (703) 683-7590. Concerned with improving school leadership, including the area of global education.

Newsweek Education Programs. 251 W. 57th Street, New York, NY 10019; Tel: (800) 526-2595 or (212) 445-4000, Fax: (212) 445-5068. Publishes resource units developed from *Newsweek* magazine on global education issues.

Partners of the Americas. 1424 K Street NW, Suite 700, Washington, DC 20005; Tel: (202) 628-3300, Fax: (202) 638-3306. A private voluntary organization that pairs U.S. states with sections of Latin America and the Caribbean into partnerships where both sides work together to carry out development or

education projects at the grassroots level. See Chapter 10 for a fuller description.

Peace Education Foundation. 1900 Biscayne Blvd., Miami, FL 33132-1025; Tel: (800) 749-8838 or (305) 576-5075, Fax: (305) 576-3106. Curricula for grades pre-K-9 on conflict resolution, mediation, and decision making.

Population Reference Bureau, Inc. 1875 Connecticut Avenue NW, Washington, DC 20009-5728; Tel: (202) 483-1100. Publishes curriculum materials dealing with population and the environment.

Social Science Education Consortium, Inc. (SSEC). P.O. Box 21270, Boulder, CO 80308-4270; Tel: (303) 492-8154. Publishes books for teaching social sciences in K-12 classrooms, including resource, curriculum, and teaching guides on global issues and world history.

Social Studies Development Center (SSDC). Indiana University, 2805 E. 10th Street, Bloomington, IN 47408; Tel: (812) 335-3838. Promotes research focused on social studies and global studies education; provides instructional materials on global issues.

Social Studies School Service. 10200 Jefferson Boulevard, P.O. Box 802, Culver City, CA 90232-0802; Tel: (310) 839-2436, Fax: (310) 839-2249. Distributes curriculum materials on topics such as the environment, global economics, international relations, and geography.

Society for Intercultural Education, Training, and Research (SIETAR). 808 17th Street NW, Suite 200, Washington, DC 20006; Tel: (202) 466-7883. Fax: (202) 223-9569. Concerned with promoting effective intercultural interaction. Publishes *International Journal of Intercultural Relations.*

Stanford Program on International and Cross-Cultural Education (SPICE). Stanford University, 300 Littlefield Center, Room 14; 300 Lausen Street, Stanford, CA 94305; Tel: (415) 723-1114; (800) 578-1114, Fax: (415) 723-6784, Internet address: spice.sales@forsythe.stanford.edu. Produces curriculum units for K-12 teachers on history, geography, social studies, and languages.

TEMPUS (Trans-European Mobility Scheme for University Studies). The Task Force on Human Resources in Education and Training office is: DG XXII Rue Belliardstraat No.7, 1049 Brussels, Belgium. Tel: 32-2-296-85-50, Fax: 32-2-295-57-19. The European Training Foundation is: Villa Gualino Viale Settimio Severo 65 I/10133 Torino, Italy; Tel: 39-11-630-2222, Fax: 39-11-630-22-00. Part of a larger European Community effort, called ERASMUS, this program is designed to increase the mobility of university students and teachers. The TEMPUS program extends participation to states outside the European Community and includes the United States and several other countries.

UNESCO Association of the United States of America, Inc. 5815 Lawton Avenue, Oakland, CA 94618-1510; Tel/Fax: (510) 654-4638, Internet address: Uaisa@World.com. Provides information on UNESCO and the family of U.N. agencies. UA/USA is a source for ordering publications on UNESCO and related U.N. agencies.

United Nations Association of the United States of America. 485 Fifth Avenue, New York, NY 10017-6104; Tel: (212) 697-3232, Fax: (212) 682-9185, Internet address: unany@igc.apc.org. UNA-USA is a nonprofit, nongovernmental national membership and public policy research organization dedicated to educating Americans about the United Nations and U.N.-related issues. UNA-USA publishes teaching materials, including curriculum and learning guides

about the U.N., peace education, and the Model U.N. program for all grade levels (K-12).

United States Institute for Peace (USIP). 1550 M Street NW, Suite 700, Washington, DC 20005-1708; Tel: (202) 429-3845, Fax: (202) 429-6063. Provides grants for high school and university curriculum development, teacher training, and summer teacher institutes on ways to promote international peace and resolve international conflict without violence. Publishes *United States Institute of Peace Journal*.

USA-SINO Teacher Education Consortium. College of Education, University of Toledo, 2801 Bancroft Street, Toledo, OH 43606. A consortium of colleges of teacher education in the USA and China. Sponsors conferences and collaborative research on teacher education. See Chapter 10 for a fuller description.

World Bank Schools Program. Publications Department, 1818 H Street NW, Washington, DC 20433; Tel: (202) 477-1234. Publishes books and data diskettes using a world database.

World Council for Curriculum and Instruction (WCCI). College of Education, University of Cincinnati, Cincinnati OH 45221-0002; Tel: (513) 556-2335. Provides opportunities for individuals in different parts of the world to work together to improve curricula and instruction in the schools and universities; members in 52 countries and territories. See Chapter 10 for a fuller description.

World Game Institute. 3215 Race Street, Philadelphia, PA 19104; Tel: (215) 387-3009. Develops and markets instructional materials from ideas of Buckminster Fuller.

WorldWise Schools Programs. Peace Corps of the United States, 1990 K Street NW, Suite 9500, Washington, DC 20526; Tel: (800) 424-8580, ext. 2283, Fax: (202) 606-3619. Publishes teaching units on countries served by the Peace Corps for grades 3-12.

Study/Student Teaching Abroad/Exchange Organizations

Association for the Advancement of International Education. Thompson House, Westminster College, New Wilmington, PA 16172; Tel: (412) 946-7192. Members of this organization are primarily private elementary and secondary schools outside the United States that are based on the U.S. model. Teachers looking for international and global teaching experience often interview for jobs at their annual meeting held in the United States. See Chapter 10 for a fuller description.

Consortium for Belize Educational Cooperation (COBEC). Dr. Tracy Harrington, Director, International Programs, Valdosta State University, Valdosta, GA 31698. A consortium of colleges and universities in Belize and the United States, working to expand educational ventures in Belize and to enhance the international dimensions of the United States and other member institutions, including exchanges, collaborative research, and teaching.

Consortium for Overseas Student Teaching (COST). Dr. Kenneth Cushner, 215 White Hall, P.O. Box 5190, Kent State University, Kent, OH 44242-0001; Tel: (216) 672-3585, Fax: (216) 672-3407, Internet address: kcushner@emerald

educ.Kent.edu. This 12-university consortium places and supports student teachers in schools outside the United States.

Council for International Exchange of Scholars (CIES). 30007 Tilden Street NW, Suite 5-M, Washington, DC 20008; Tel: (202) 686-4013. CIES is responsible for administering the Fulbright scholar program, NATO advanced research fellowships, Indo-American and Spanish fellowship programs, and fellowships in Studies of Democratic Institutions. See Chapter 10 for a fuller description of the Fulbright scholar programs.

Institute of International Education (IIE). 809 United Nations Plaza, Communications Division, New York, NY 10017; Tel: (212) 883-8200. Nonprofit service organization for postsecondary educational exchange; information clearinghouse; publishes: *Basic Facts on Study Abroad, Fulbright and Other Grants for Study Abroad, Academic Year Abroad,* and *International Baccalaureate North America.*

International Research and Exchanges Board (IREX). 1616 H Street NW, 6th Floor, Washington, DC 20006; Tel: (202) 628-8188, Fax: (202) 628-8189. IREX administers the principal exchange programs between scholars in the United States and Eastern Europe and the Commonwealth of Independent States for purposes of research and study. See Chapter 10 for a fuller description.

International Visiting Teachers Program. Karges Center, University of Wisconsin-River Falls, River Falls, WI 54022; Tel: (715) 425-3778, Fax: (715) 425-3696, Internet address: Carol.K.LeBreck@uwrf.edu. An opportunity for experienced teachers to gain experience working in a school overseas alongside a colleague with similar responsibilities. Participants develop activities to involve their home school students with the overseas students. Most placements are in English-speaking countries.

Funding Resources

Government Organizations

Readers interested in U.S. government agencies that support global and international education can find information about specific programs here. Private foundations can be found in foundation directories listed in the book section below. Some professional organizations also offer funds for global education projects. For example, the National Education Association awards small grants to teachers (with funds from Microsoft) who use information technology in innovative ways in schools and communities.

Fulbright-Hays Program: Group Projects Abroad. Short-term research, training, and curriculum development and grants for projects overseas; Tel: (202) 401-9798.

International Studies Branch, Ralph Hines, Chief; Tel: (202) 401-9798.

International Visitors Program, Karen Wenk, Coordinating Officer; Tel: (202) 708-8815.

National Resource Centers and Foreign Language and Area Studies (FLAS). 105 research centers at universities throughout the United States will provide outreach to elementary and secondary schools; Tel: (800) 433-3243.

National Security Education Program (NSEP). P.O. Box 47103, Washington, DC 20050; Tel: (703) 696-1991. Supports undergraduate (including education majors) and graduate students in study abroad and foreign language study.

U.S. Department of Education/Center for International Education (CIE). 7th and D Streets SW, Washington, DC 20202-5247; Tel: (202) 401-2000, Fax: (202) 708-6286.

U.S. Department of Education/ FIPSE (Fund for the Improvement of Postsecondary Education). 7th and D Streets SW, Washington, DC 20202; Tel: (202) 708-5750, Fax: (202) 708-6118. Supports innovative undergraduate programs including international teacher education.

U.S. Department of State, Foreign Service Institute. 1400 Key Blvd., Arlington, VA 22209; Tel: (202) 875-5183. Administers the Diplomats-in-Residence Program, where senior diplomats from other countries spend time on campus working with faculty and students.

U.S. Information Agency (USIA). 301 4th Street SW, Washington, DC 20547; Tel: (202) 485-2355. Provides direct personal contacts through educational and cultural exchanges. Manages a university affiliations program.

Books About Funding

To find foundations that are interested in global education, consult a directory of foundations, one of which is listed below. Many college and university libraries have directories that would be useful. When you have identified a potential foundation, it is a good idea to talk with a program officer about your project to see if he or she expresses interest. If there is interest, write a brief concept paper and send it. The program officer will let you know if the foundation wants to see a fuller proposal.

Gutierrez, G., & Morehouse, W. (Eds.). (1990). *International Studies Funding and Resources Book: The Education Interface Guide to Sources of Support for International Education* (5th ed.). New York: Apex Press, Council on International and Public Affairs.

Kiger, J. (1990). *International Encyclopedia of Foundations*. New York: Greenwood. Encyclopedia of major foundations, including those that support international/global education.

National Association of Elementary School Principals. (n.d.). *Five Steps to a Successful Global Education Project*. Alexandria, VA: Author. This pamphlet shows teachers how to write successful grant proposals in the field of global education.

United States Information Agency. *Directory of Resources for International Cultural and Educational Exchange*. USIA E/EAF, 301 4th Street SW, Room 212, Washington, DC 20547. List of organizations in international and global education. This book is free.

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Preparing Teachers to Teach Global Perspectives

A Handbook for Teacher Educators

Editors:
Merry M. Merryfield
Ohio State University, Columbus
Elaine Jarchow
Texas Tech University, Lubbock
Sarah Pickert
Catholic University of America, Washington, DC

"Essential reading for teacher educators facing the demands of truly educating students to be not only competent but enlightened and informed citizens of the 21st century. Contains solid, practical, 'do-able' ideas that will enhance the global perspectives of the reader and make the teaching/learning experience extend far beyond the confines of four classroom walls."
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